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THE UNIVERSITY OF ALBERTA

AN ANALYSIS OF ENGLISH ERRORS AND DIFFICULTIES AMONG GRADE TEN STUDENTS IN THE SMOKY LAKE SCHOOL DIVISION

A DISSERTATION SUBMITTED
TO THE COMMITTEE ON GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE DEGREE OF
MASTER OF EDUCATION

FACULTY OF EDUCATION

BY
MICHAEL SKUBA
SMOKY LAKE, ALBERTA

October, 1955

ACKNOWLEDGEMENTS

The writer wishes to express his appreciation for the encouragement and assistance received during the preparation of this work. The helpful advice and pertinent observations on the development of the thesis by Dr. H. T. Coutts and Dr. H. S. Baker are gratefully acknowledged. The writer also expresses his gratitude to Mr. W. E. Frame, Chief Superintendent of Schools for the Province of Alberta for permission to undertake the testing of students in Alberta schools, to Mr. W. S. Korek, Superintendent of Schools for the McLeod School Division, and to Mr. H. A. Kostash, Superintendent of Schools for Smoky Lake School Division, for valuable assistance in organizing the testing programme, and to the principals and teachers for assistance in administering the tests in their schools.

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CHAPTER I

AN INTRODUCTION TO THE STUDY

The Problem

For the past several years much concern has been shown by the superintendent of schools, the principals, and the teachers of the Smoky Lake School Division over the final results in grade twelve English. In the last twelve years the percentage of students scoring "B" or better on the departmental examination in grade twelve English has ranged from a low of approximately twenty per cent to a high of about fifty per cent, with the average percentage of passes below thirty-five per cent. This has been about twenty-five per cent below the provincial average. On the other hand the number of passes in other grade twelve subjects on the departmental examinations has been average or slightly above. Many students who were contemplating a university education have been delayed a year or two because they lacked the matriculation requirement in English.

Apparently there has been considerable difficulty in expression in good fluent English among students throughout the grades in the Smoky Lake School Division. This has been reflected especially in written work. Several attempts have been made, through the use of standardized tests, to compare

results in the Smoky Lake School Division with norms supplied with the tests. However, very little attempt has been made to analyze the test results to determine the aspect of English where the greatest weaknesses lie.

Other Investigations Studied

The investigation conducted by Mr. C. H. Robinson[1] on the analysis of errors made by 1238 non-English speaking pupils in the Lamont Inspectorate in 1934, the analysis of errors as compiled by Mr. D. M. Sullivan[2] on the grade nine and grade twelve examination papers in 1945 for twenty-four schools where pupils were predominantly of Ukrainian-speaking ancestry, and the study made by Mr. J. L. Gibeault[3] on the effect of instruction in French upon the mastery of the English language in the English-French schools of the St. Paul Inspectorate in 1939, were all carefully studied. Although all were related to this investigation, no attempt has been made to duplicate any of the above studies.

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[1]C. H. Robinson, A Study of the Written Language Errors of 1238 Pupils of Ukrainian Origin. B. Ed. Dissertation, University of Alberta, 1934.

[2]D. M. Sullivan, An Investigation of the English Disabilities of Ukrainian and Polish Students in Grade IX, X, XI, and XII of Alberta Schools. M. Ed. Dissertation, University of Alberta, 1946.

[3]J. L. Gibeault, The Effect of Instruction in French upon the Mastery of the English Language in the English-French Schools of the St. Paul Inspectorate. M. A. Dissertation, University of Alberta, 1939.

Instead, the investigator has, through the medium of standardized tests, tried to discover the types of errors most common in the schools of the Smoky Lake School Division. An attempt has been made to determine the particular aspect or phase of the English language which seems to present the greatest difficulty, and to suggest possible means for improving standards of English.

The Group Chosen for Study

In this investigation, the students of grade ten were chosen for two reasons. First, the number of students was sufficiently large to enable the investigator to draw reasonable conclusions and yet not so large as to make the analysis cumbersome. Second, weaknesses and difficulties in English discovered in the Smoky Lake School Division could be dealt with in the two years before the students had completed grade twelve and had written their English 30 departmental examination. The grade ten students of the McLeod School Division were chosen as the comparison group because it was assumed that English does not present the same problem for them as it does for pupils in the Smoky Lake School Division.

Methods Followed in this Investigation

With the permission of Mr. W. E. Frame, Chief Superintendent of Schools for the Department of Education, and the

co-operation of Mr. W. S. Korek, Superintendent of Schools for the McLeod School Division, and of Mr. H. A. Kostash, Superintendent of Schools for the Smoky Lake School Division, the Co-operative English Test, Single Booklet Edition, Higher Level, Form S was administered to all grade ten students in the two school divisions. In the Smoky Lake School Division, the tests were administered in December by one person so as to insure uniformity of directions and procedures. In the McLeod School Division, which was to provide the comparison group, the tests were administered a week later by the principals of the co-operating schools. The same directions and procedures were followed in each case. In this way results were obtained for 110 grade ten students in the Smoky Lake School Division and 94 grade ten students in the McLeod School Division.

When all the test papers had been returned, they were scored according to the key, and the results compiled and tabulated. The raw scores were then converted into scaled scores.[4] Scaled scores made possible the comparison of each student's achievement on one part of the test with that of any other, as well as comparison between each of the two

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[4] Scaled Scores are units so scaled that the scores will tend to form a normal distribution. It is so defined that a score of 50 represents the score which an average child would make at the end of a particular course, if he attended an average school and had taken the usual amount of the subject in question.

groups of schools and the norms supplied with the tests.

Comparisons between the groups of schools were made on the basis of average scaled scores on each of the three tests as well as certain parts of the tests. Average scaled scores were obtained for vocabulary,[5] speed of comprehension,[6] level of comprehension,[7] and total reading comprehension.[8] Likewise average scaled scores were obtained on mechanics of expression, effectiveness of expression, and total English score[9] on the three tests. Comparisons were also made for each part of the test on mechanics of expression: grammatical usage, punctuation, capitalization, and spelling. In

---

[5] The Vocabulary Score indicates the extensiveness of the individual's word knowledge. Speed of word recognition plays little part in determining the vocabulary score.

[6] The Speed of Comprehension Score represents the product of the rate at which an individual has attempted to comprehend the test material and his success in comprehending it. It is not, like many speed of reading scores, merely a measure of the number of words read without regard to the thought content.

[7] The Level of Comprehension Score provides a measure of the ability of the student to comprehend materials of increasing difficulty at a rate at which he chooses to work. It is a measure of "power" or "depth" of comprehension, indicating the extent to which a pupil is able to grasp the full import of what he reads.

[8] The Total Reading Score is a composite score in which each of the other three scores has equal weight. It may be regarded as a measure of linguistic ability and an index of scholastic aptitude.

[9] The Total English Score is a measure, in terms of scaled scores, of a pupil's English ability where all three tests are given equal weight. All factors tested are taken into consideration in computing this score.

the absence of scaled scores on these parts, comparisons were made on the basis of the average number of correct answers. The test on effectiveness of expression gave part scores on sentence structure and style, active vocabulary, and organization. Again comparisons were made between the two groups of schools on the basis of the average number of correct answers.

By reference to a booklet of norms supplied with the tests, it was possible to compare the scaled scores of students in the McLeod and Smoky Lake School Divisions with the scores made by 90,000 students in 200 Public Secondary Schools of the East, Middle West, and West United States.

The Analysis of Errors

All students' test papers from the Smoky Lake School Division were analyzed and the results tabulated to show the number of students who marked each possible response. Most of the questions on the test had four or five possible responses. The students marked their choices on separate answer sheets. The analysis showed the number of students who marked response number one as the answer in any particular question, the number who marked number two, and so on, as well as the number who did not attempt the item at all. The completed tabulation gave a clear picture of the number of students who gave the correct response in each question

and how the incorrect responses were distributed among the other choices. This gave the frequency with which certain types of errors had been made. The investigator tried, wherever possible, to ascertain the reason for the errors made and to determine the probable underlying aspect of the English language which presents difficulties to the students in the Smoky Lake School Division.

Schools Used in this Investigation

The group of students under particular investigation was made up of all 110 students in the six schools of the Smoky Lake School Division. These schools were:

Smoky Lake	35 students
Vilna	33
Waskatenau	17
Bellis	13
Warspite	6
Spedden	6

The comparison group consisted of 94 students in four schools of the McLeod School Division, as follows:

Claresholm	37 students
Fort McLeod	22
Granum	18
Stavely	17

The investigator attempted to have an equal number of students in each group.

CHAPTER II

THE NATURE OF THE TESTS

The Cooperative English Test, Single Booklet Edition, is divided into tests of expression and tests of reading comprehension, involving respectively the active and passive use of the language. The "Expression" tests measure mechanics of expression:

1. Grammatical Usage
2. Punctuation and Capitalization
3. Spelling

and effectiveness of expression:

1. Sentence Structure and Style
2. Active Vocabulary
3. Organization.

The Reading Comprehension test, which is divided into a vocabulary section and a reading section provides four separate scores:

1. Vocabulary Score
2. Speed of Comprehension Score
3. Level of Comprehension Score
4. Total Reading Score.

The Correlation Coefficients

The authors of the tests state:

> In the vocabulary section of the test the average correlation coefficient between individual items and the total score is .52. For the reading section it is .40. Because the more discriminative items in the reading section tend to have been placed first in the test, those items which actually determine an individual's score tend to have an average validity index greater than the average values presented above. This is a desirable feature of the test which operates to increase its accuracy of measurement.
>
> A study of the intercorrelation between the three part scores on the Cooperative Reading Comprehension Test indicates that they measure closely related abilities. An effort was made to reduce the effect of word knowledge on the comprehension scores by controlling the vocabulary level of the reading sections. That this effort was fairly successful is indicated by the only moderately high correlations between Vocabulary and Speed of Comprehension (.75 at both higher and lower levels) and between Vocabulary and Level of Comprehension (.72 at the higher level). The correlation between Level of Comprehension and Speed of Comprehension is .87.
>
> The value of the intercorrelations between the scores on Test A: Mechanics of Expression, Test B: Effectiveness of Expression, and Test C: Reading Comprehension indicate that these tests measure related abilities; the correlation between Mechanics and Effectiveness is .67, that between Mechanics and Reading Comprehension is .60, and between Effectiveness and Reading Comprehension is .74.[10]

However, since the reliability coefficients for the tests are higher than these figures, the factors covered by the separate tests appear to differ sufficiently to justify separate measure.

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[10]Geraldine Spaulding and W. W. Cook, The Cooperative English Tests -- Their Construction, Interpretation, and Use. New York, Cooperative Test Service, 1950.

Bear[11] reports that

> Reliability coefficients have been computed which show considerable stability at the 50 point of the scaled scores. These range from .75 on C1 and .82 on C2 for a level of comprehension with only one scale completed to better than .90 for vocabulary and total scores. For secondary and college groups, correlations of between .70 and .80 with intelligence tests have been reported, and of between .39 and .73 with school marks. Thus, we may conclude that these reading tests have about the same relation to school achievement as do group intelligence tests.

Harris[12] indicates in his review that

> The one validity study referred to in the description of the tests is the one in which Form OM and 1937 Form were correlated with several different criteria, one of which was the teacher's estimate of excellence in using oral and written English; the median of the product-moment coefficients of correlation between the tests and the teachers' estimate was .53. However the reliability of these estimates is probably low and the estimates were made on a five-point scale which introduces an upper limit for r that is below unity; this median value, then is probably conservative.

The Reading Test

The reading section of the test used is based on the premise that reading comprehension is essentially a thinking process, a process which requires mental facility in manipulating verbal concepts, a background of experience, and skill

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[11]Robert Murray Bear, "Review of Cooperative English Tests," Oscar K. Buros, ed., The Third Mental Measurements Yearbook. New Jersey, Rutgers University Press, 1949.

[12]Chester W. Harris, "Review of Cooperative English Tests," Oscar K. Buros, ed., The Fourth Mental Measurements Yearbook. New Jersey, Gryphon Books Ltd., 1953.

in the specialized techniques of reading comprehension. These three interrelated abilities, when combined with skill in the mechanics of reading, determined the level of comprehension which any student attained. It also determined the maximum speed with which a student was able to read and comprehend materials of a given level of difficulty for a specific purpose.

Although there are literally hundreds of skills involved in reading comprehension, the ones found on the test may be classified under these main headings:

I. Vocabulary (60 five-choice items; 15 minutes)
   - A. Recognition Vocabulary
     1. items using words of increasing difficulty
     2. items requiring increasingly close discrimination (among the choices)

II. Reading (90 five-choice items; 25 minutes)
   - A. Determining the meaning of words from context
     1. meanings selected to harmonize with the content
     2. meanings determined by figures of speech or the tone of the writer
   - B. Organizing meanings
     1. connecting preceding thought with present and oncoming thought
     2. giving each element its appropriate weight
   - C. Construing the writer's meaning
     1. determining the central thought

2. understanding statements from the passage which support the principal thought

3. understanding new statements which support the principal thought

D. Drawing conclusions from the content

1. making interpretations not stated in the passage about the central thought

2. determining the writer's tone

3. determining the writer's intent

4. determining the writer's point of view

5. recognizing the methods used in developing the passage

6. evaluating the thought content

7. generalizing by applying the conclusions to different situations

The Expression Tests

The expression tests included tests covering two aspects of the active use of English. The first, Test A: Mechanics of Expression, concerned matters of correct usage in grammar and syntax (15 minutes), punctuation and capitalization (15 minutes), and spelling (10 minutes). The second, Test B2: Effectiveness of Expression, attempted to measure those factors of effective self-expression which lend themselves to objective testing techniques. The factors included sentence sense and a feeling for style (15 minutes); extent of active vocabulary (10 minutes); and ability to organize materials effectively (15 minutes).

The items dealing with sentence structure and style tested the following:

1. Avoidance of unjustified partial sentences
2. Avoidance of unjustified "comma splice"
3. Avoidance of strung-out sentences
4. Proper placing of modifiers
5. Avoidance of incongruity caused by dangling modifiers
6. Avoidance of ambiguity caused by poor sentence arrangement (unclear reference, etc.)
7. Use of parallel structure in expressing parallel ideas
8. Effective handling of subordination
9. Discrimination in choice of connecting words

In addition to these elements of sentence structure, the following points, concerned with methods of achieving desired effects, were tested:

1. Emphasis achieved by
   (a) repetition
   (b) use of climax
   (c) placing the important elements in emphatic position, and of unimportant elements in inconspicuous position
   (d) use of full expression in clause or sentence for important elements, and less ponderous expression (modifiers, appositives, etc.) for less important elements
2. Variety achieved by
   (a) avoidance of tiresome repetition of the same word

(b) varying type of sentence structure

(c) varying type of modifier

3. Adapting the sentence form to the character of the idea or the feeling to be expressed

A section of the test also measured the active or working vocabulary. The words used were from the Thorndike Word List, and were those frequently used. They differed from the vocabulary section in not being of the recognition type. The students were to recall a word that fitted a definition given.

The last part of the Effectiveness of Expression test represented an attempt to measure the ability to organize materials. Among the factors involved in this ability were:

1. Ability to discriminate between relevant and irrelevant material.
2. Ability to recognize the relative breadth of scope of various topics.
3. Ability to classify materials under appropriate headings.
4. Ability to arrange materials in an effective order.
5. Ability to handle transitional material effectively.

CHAPTER III

ANALYSIS OF TEST RESULTS

Comparison of Smoky Lake and McLeod School Division Scores With U. S. Norms

By converting the raw scores on the Cooperative English Test into scaled scores, it was possible to make comparisons of scores of the two groups of schools used in this investigation with norms based on 90,000 students in 200 schools of the Public Secondary School System of the East, Middle West, and West United States. The norms as given in the booklet were "end-of-year" norms.[13] Since the tests were administered to students who had spent only four months in the tenth grade, their grade was taken as 10.4. By means of interpolation, norms were calculated for a grade of 10.4 by finding the difference between the norm for end-of-grade nine and end-of-grade ten and subtracting six-tenths of this difference from the norm for end-of-grade ten. Table I shows the comparison of the scores made by the two groups of schools with United States norms in the seven types of measures for which scaled scores were available.

The table revealed some significant facts. The scores of the students in the McLeod School Division compared

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[13] See Appendix B, pp. 96 - 104.

TABLE I

COMPARISON OF MCLEOD AND SMOKY LAKE SCHOOL DIVISION SCORES WITH UNITED STATES NORMS

Types of Score	U.S. Norms		McLeod School Div. Scores			Smoky Lake Sch.Div. Scores		
	Av. SS.	Gr.	Av. SS.	Gr.	Gr. +or-	Av. SS.	Gr.	Gr. +or-
Vocabulary	45.3	10.4	48.3	11.2	+0.8	41.8	9.6	-0.8
Speed of Comprehension	45.5	10.4	49.2	11.5	+1.1	41.1	9.3	-1.1
Level of Comprehension	45.4	10.4	49.2	11.5	+1.1	42.4	9.7	-0.7
Total Reading Comp.	45.4	10.4	48.3	11.2	+0.8	40.6	9.3	-1.1
Mech. of Expression	44.9	10.4	42.3	9.7	-0.7	39.8	9.1	-1.3
Effectiveness of Exp.	44.5	10.4	45.1	10.5	+0.1	38.5	9.0	-1.4
Total English	44.2	10.4	44.5	10.5	+0.1	38.8	9.2	-1.2

favorably with the norms. The figures showed that the students were almost a year ahead on the Reading Comprehension test but were seven months behind on the test on Mechanics of Expression. On the test of Effectiveness of Expression the scores of students were comparable with those of the students used in establishing the norms. The three tests, collectively, showed them to be only one month ahead. In other words, on the three tests as a whole the students scored what they should have

scored had they spent five months in grade ten.

On the other hand, students in the Smoky Lake School Division, on the average, were from seven months to one and one-half years behind those used in establishing the norms. On the Reading Comprehension test they were about one year behind; on the test on Mechanics of Expression and the Effectiveness of Expression they were almost one and one-half years behind. On the three tests as a whole, they were more than one year below the norms for their grade. In other words, their scores on the three tests as a whole were those of an average student who had spent two months in grade nine.

Comparisons on Parts of Tests

By examining the parts of the test further, it was possible to make comparisons of the average scores made by the students in the two groups of schools. Since norms were not available for parts of these tests, comparisons were made between the two groups of schools on the basis of the average number of correct answers. Scaled scores were not available for part scores on either of the "Expression Tests". Table II gives a comparison of the average number of correct responses on each of the parts of the two tests of Mechanics of Expression and Effectiveness of Expression.

TABLE II

COMPARISON BETWEEN GRADE TEN STUDENTS IN THE MCLEOD AND SMOKY LAKE SCHOOL DIVISIONS ON AVERAGE SCORES ON PARTS OF EXPRESSION TESTS

Test	McLeod Sch.Div. Scores	Smoky Lake Sch.Div. Scores
Mechanics of Expression:		
Grammatical Usage	32.3	32.5
Punctuation	30.4	28.3
Capitalization	15.6	13.3
Spelling	43.2	42.5
Effectiveness of Expression:		
Sentence Structure and Style	12.6	10.5
Active Vocabulary	13.0	7.1
Organization	10.9	8.3

It was interesting to note that Smoky Lake School Division students scored higher than McLeod School Division students on only one part of the two tests, namely, on grammatical usage. The difference was probably not very significant. The average scores in spelling in the two groups of schools showed only a small difference. Since part scores could not have been converted into scaled scores, it was not

possible to determine accurately how significant the differences really were. However, they did give a rough indication of the sources of weaknesses or strengths. Probably most significant was the great difference in average score in Active Vocabulary. McLeod School Division students scored almost double the number of words per pupil scored by those of the Smoky Lake School Division.

Summary of Observations on Comparisons Between Students in McLeod and Smoky Lake School Divisions

The two foregoing tables tend to show that students in the Smoky Lake School Division were weak in the mechanics of reading or in the techniques of reading comprehension measured by the test on Reading Comprehension. This probably indicated lack of skill in using the necessary techniques for understanding the content of reading material of the kind presented in the test. Their performance on the test of Mechanics of Expression indicated weaknesses in many of the factors involved in skill in written expression, in spite of the fact that their average score on grammatical usage was slightly higher than the average score in McLeod School Division. Particularly low scores were revealed on the test of Effectiveness of Expression. This probably indicated the need of developing greater skill in organizing material and presenting it effectively in writing. Greater

emphasis needs to be laid on the development of a larger working vocabulary. Further discussion of specific weaknesses has been left for the chapters dealing with the analysis of errors on each part of the tests.

CHAPTER IV

ANALYSIS OF DIFFICULTIES ON THE READING COMPREHENSION TEST

Vocabulary Section

The vocabulary section of the Cooperative English Test, Single Booklet Edition, included a sampling of words from the subject-matter of many fields. The items ranged in difficulty from easy words with widely divergent choices to very difficult ones with the choices separated only very slightly in meaning. All of the words were from the Thorndike Word List, their distribution by thousands as indicated by the Teacher's Word Book of Twenty Thousand Words[14] being shown in Table III.

From the analysis of errors made, it was found that only eight of the sixty words were known by more than fifty percent of the grade ten students in the Smoky Lake School Division. It was also quite apparent that items having words of widely divergent choices were answered better than items having words separated only slightly in meaning. There appeared to have been some difficulty in distinguishing different shades of meaning of certain words. For example, test item number 37 had the word "cite" followed by five

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[14] E. L. Thorndike, The Teacher's Word Book of Twenty Thousand Words, New York, Bureau of Publications, Teachers College, Columbia University,

TABLE III

FREQUENCY LEVEL OF WORDS USED IN TEST C2

Teacher's Word Book Frequency Level in Thousands	Number of Vocabulary Words in Test C2
8	1
9	0
10	5
11	5
12	2
13	8
14	4
15	3
16	3
17	2
18	1
19	1
20	2
above 20	23

choices: (1) find, (2) prove, (3) dispatch, (4) mention, (5) reveal. Only ten students chose the correct response, namely mention, whereas the largest number, thirty-five, chose find; thirty-two chose reveal; ten dispatch; and

eight prove. Fifteen students apparently did not know the word at all and therefore omitted the item. On the other hand an item having widely divergent choices gave better results, as for example, rodent which was followed by five choices: (1) front tooth, (2) slender bar, (3) roundup, (4) small animal, (5) pony. There were seventy-eight students who had made the right choice, namely, small animal. Only four students gave slender bar; nine roundup; three front tooth; and three pony. Thirteen students did not make any attempt to answer the question, either because of unfamiliarity with the word or lack of time.

It was quite apparent that many of the words were only vaguely known by the students. Too often they attempted to determine the meaning of the word by association with another word similar in sound or appearance. In some cases the students tried to determine the meaning of the word by considering its probable derivation. The investigator noticed interesting peculiarities in about twenty-five of the words, twelve of them shown in Table IV in order of frequency.

It should be noted that about ten of the words in the test were not those commonly used at the grade ten level. However, of the remaining fifty words, the students apparently had only a vague and hazy idea of what the words meant and relied on apparently meaningful context to deduce the correct meaning. This may have been the reason for the great number

of confused responses. In some cases the errors could have been made as a result of faulty or careless reading habits, as for example the confusion of surly and surely, derelict and dialect, smug and snug, caucus and cactus. Table IV

TABLE IV

WORDS CONFUSED IN MEANING BECAUSE OF SOUND SIMILARITY, APPEARANCE, OR DERIVATION, IN ORDER OF FREQUENCY

Word	Answer given	Probable reason for the answer
husky	brutal	association with husky dogs
surly	confident	confusion with surely
glower	flicker	association with to glow
repress	reprint	association of press with printing
lusty	shiny	association with lustrous
waylay	go astray, postpone	sounds like to get lost or to lay away
hawker	thief, bird	derivation from a hawk
parsimony	minister's house	derivation from parson
craven	greedy, envious	derivation from to crave for
gullible	birdlike	association with a gull
intersect	split into sections	confusion with bisect
caucus	desert plant	confusion with cactus

illustrates the words which were not entirely unknown to the students but that were confused in meaning by sound similarity, appearance, or derivation.

Reading Section

The passages within the reading section of the test, chosen from a wide variety of sources, included sampling of reading materials of various kinds and degrees of difficulty. No selections from poetry are included in the test. The items based on the selected passages were classified in terms of the outline for the test which has been presented on page 11, the resulting classification shown in Table V. The majority of the items were of the type in which the students were to construe the writer's meaning from the passage, or to draw conclusions from the context.

Since only two students in the Smoky Lake School Division completed scale two (Item 60), the analysis of difficulties has been confined to the items in scale one, namely the first thirty items on the reading test. Twenty-seven students of the 110 did not attempt any items above number 30 in the reading section. By contrast, in the McLeod School Division, only eleven students did not attempt items beyond number 30. In the McLeod School Division, there were seventeen students who completed sixty items and three who attempted all ninety items on the reading test.

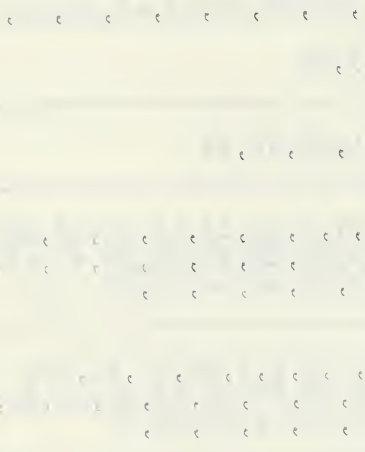
TABLE V

CLASSIFICATION OF ITEMS ON READING COMPREHENSION TEST ACCORDING TO OUTLINE

Type	Item Numbers	Total I	Total II
A. Determining meanings of words from contexual clues.	5,20,26,27,43,47,52,53, 55,56	4	6
B. Organizing meanings.	11,49,58,59	1	3
C. Construing the writer's meaning.	1,7,8,12,13,15,16,17,18, 19,21,29,30,32,38,40,41, 42,46,48,54,57,60	13	10
D. Drawing conclusions from content.	2,3,4,6,9,10,14,22,23, 24,25,28,31,33,34,35,36, 37,39,44,45,50,51	12	11

In the Smoky Lake School Division the students were unable to read rapidly enough to attempt, in the limited time provided, all of the items in the first scale which were within their range of comprehension.

Although it was rather difficult to analyze errors in reading, it was possible to make a few significant observations on this phase of the test. The students in the Smoky Lake School Division were about a year below the norms in their speed of comprehension and more than half a year below



the norms in their level of comprehension as rated by the Cooperative English Test. They apparently lacked skill in using the necessary techniques for understanding the content of reading materials of the kind presented in the test and were unable to read as rapidly as was usual for their grade.

From the analysis, it seemed probable that items of the type A and B, namely, determining the meanings of words from contexual clues, and organizing meanings presented less difficulty than those of type C and D, namely, construing the writer's meaning and drawing conclusions from the content. It seemed that students had the greatest difficulty when they were required to answer questions by drawing a conclusion from the content of a reading passage.

It was considered desirable to find out whether the students whose scores on the Reading Comprehension test were low were deficient in mental ability, in background experience, in the mechanics of reading, or in the techniques of reading comprehension measured by this test. After the tests had been scored, all of the students who marked no items numbered 30 or above on the reading section were given sufficient time to attempt as many additional items as they could. Their level of comprehension scores were then recomputed. It was found that of the twenty-seven students only four did not significantly increase their level of comprehension score. The rest of the students increased their

level of comprehension scores by an average of three to five points. This meant that their level of comprehension was increased by almost one grade. This comparison of the two "level of comprehension" scores for each pupil provided a rough approximation of the extent to which the pupils were handicapped by faulty mechanics of reading, if we recognize that there is some correlation between speed and level of comprehension as indicated by the authors of the test. Otherwise there might be evidence that other factors than faulty mechanics of reading contributed to the low scores on level of comprehension.

CHAPTER V

ANALYSIS OF RESULTS OF THE TEST OF MECHANICS OF EXPRESSION

Grammatical Usage

The test of Mechanics of Expression covered a comprehensive list of grammatical points which represent accepted usage for serious and relatively formal, though not necessarily "literary", writing, rather than colloquial usage. There were no so-called "errors" in written English which are considered by most linguistic scholars to be good modern usage. Although scores made by the students of the Smoky Lake School Division were somewhat higher than those of the students in the McLeod School Division, there were, nevertheless, several significant points which are worth considering.

The Use of the Double Negative

Mr. D. M. Sullivan and Mr. C. H. Robinson drew attention in their theses to the extensive use of the double negative among students of Ukrainian ancestry. It was interesting to note that of the five items dealing with the use of the double negative all were particularly well done. In only one situation was there some doubt in the students' minds. In the sentence, "The sky was a deep sapphire blue without scarcely a cloud to hide the twinkling stars", only

seventy students recognized the error. Thirty-two students did not recognize the error and assumed that there was nothing wrong with the sentence as given. It would appear that the use of the double negative which has been so prevalent among students of Ukrainian origin has begun to disappear. The students have probably learned to think in English rather than to compose their thoughts in Ukrainian and then make a more or less literal translation into English.

Difficulty with Words of Similar Sound

There seemed to have been some difficulty with homonyms. Students had trouble locating the error in sentences using the following words:

principal and principle,
capitol and capital,
all ready and already,
affect and effect,
accept and except
their and there,
quite and quiet.

When a sentence involved the use of these words, less than a third of the students recognized the error; the majority either said that there was no error in the sentence or marked another part of the sentence as incorrect.

Difficulty with "had of" and "would of"

A fairly large number of students were not able to see

any error in sentences which made use of had of and would of instead of the correct form. Twenty-five students accepted as correct "they would of laughed at us" as compared to seventy-one who recognized the error. In the sentence, "you would of sworn she was a dancer", sixty-nine were able to see the error, while twenty-nine assumed it was correct usage. The use of had of probably presented less difficulty. In the phrase "if they had of started earlier", ninety-nine saw the error as compared to eleven who were unable to recognize any error.

Difficulty with "who", "whom", "which"

The correct use of which, who, and whom, presented some difficulty among the students. The six items dealing with their incorrect usage were:

(1) We heard someone approaching our camp, but could not tell whom it was until the visitor reached the edge of the clearing.

(2) According to the stories of the old West, it was the custom never to ask a newcomer whom he was or where he came from.

(3) Shortly after his arrival, he telephoned to Mr. Fields, who he had known when he was in college.

(4) During his term as President, thousands of appeals for pardon were received by Lincoln from soldiers which had got into trouble.

(5) A copy of the Students' Handbook was given to each of the new students, most of who were freshmen.
(6) He is more likely to give the responsibility to someone who he is sure he can trust.

The grade ten students in the Smoky Lake Division were equally divided on sentence four. Fifty percent marked which as being wrong usage and about an equal number marked it as correct usage. In the remaining sentences approximately thirty percent were not able to see any wrong usage in the sentences.

Difficulty with Verb Tenses

Correct tenses of verbs seemed to present some difficulty, especially in the longer sentences. It was also noted that in the longer sentences there was often the difficulty of choosing the verb to agree with the subject, especially when there were intervening phrases or clauses between the subject and the verb. In the sentence "Mr. Johnson and his two sons were obviously enjoying the circus; in fact it was hard to tell whether Tommy, his brother Dick, or their father were having the most fun," it was observed that only thirty-seven students recognized the error as lack of agreement between the subject and the verb.

Miscellaneous Difficulties

There were a few other errors which, though not too significant, are worth mentioning. Almost fifty percent of

the students failed to see the error in "Neither renters or buyers could be found". Another error which many failed to note was the use of these kind. In the sentence, "It is very difficult to carry out the work efficiently under these kind of conditions", only fifty-eight students recognized the error in the sentence. Some difficulty was observed in the correct use of adverbs, as for example, "A less conscientious man would have acted different", "Several million acres of private-owned forest land" and "He told me not to take things too serious".

Punctuation

The punctuation section of the test consisted of a number of passages without any punctuation marks. There was a number, below the text, at each place where some punctuation was probably required. The students were to decide what punctuation, if any, was needed there. The punctuation section tested the correct use of the comma, apostrophe, semi-colon, period, colon, and quotation marks.

Difficulty with the Apostrophe

By observing the frequency of certain errors, it appeared that the use of the apostrophe to denote the possessive case and as used for words in the contracted form presented the most difficulty. In the part of the sentence

"its hull pierced below the water line" only thirty-six students said that no punctuation was required; fifty-six placed an apostrophe before the "s", and eighteen placed an apostrophe after the "s". In "the merchant ships engine room", nineteen said no punctuation was required; fifty-five placed an apostrophe before the "s", and thirty-five after the "s". In "General Francos forces," twenty-six said no punctuation was required; fifty-four put an apostrophe before the "s", and thirty after the "s". In the sentence beginning with "Its not the difficulty of carrying out the project", twelve students said no punctuation was required; eighty-nine noted that it was a contracted form of it is and put an apostrophe in place of the omitted letter, while seven put an apostrophe after the "s". Using the apostrophe to denote plural possession as in "my friends almost unanimous disapproval" was done correctly by only twenty-six students; fifty-one said no punctuation was necessary and thirty placed the apostrophe as for a singular possessive, namely before the "s" rather than after the "s". In the sentence, "The fact remains that the books a best seller today", only forty-eight students realized that the word is a contraction and placed the apostrophe before the "s". Forty-one said no punctuation was necessary and twenty-one put an apostrophe after the "s".

Capitalization

In this part of the test four short passages were given. The students were to study each word that had a number printed under it and decide whether the word should be capitalized or not. The most frequent error was the failure to capitalize a word when it appeared as part of a name. Examples are:

St. Patrick's Day
the Yankee Clipper
La Guardia Field
Old Uncle Billy
American Civil War
General Grant
Union Leader

A fairly large number of students capitalized the word doctor in "two British doctors".

Spelling

The spelling part of the test consisted of sixty items with the word in each item spelled in two ways. The students were to choose the correct spelling in each pair. In three of the items both words were incorrectly spelled. In these three items less than twenty-five per cent of the grade ten students in the Smoky Lake Division recognized these cases. For example, fifty-four students indicated commitee and

twenty-eight indicated comittee was the correct spelling. Only twenty-eight students recognized that neither was the correct spelling. The other groups where both words were incorrectly spelled were welfair and wellfare and proffessor and professer.

Other words where gross errors were exhibited by the students in distinguishing the correct spelling were:

career	-	carreer
temperture	-	temperature
biscuit	-	biscut
destroy	-	distroy
testamony	-	testimony
canidate	-	candidate
yield	-	yeild
voluntary	-	volentary
abundance	-	abundence
endevor	-	endeavor
pursuade	-	persuade
utencil	-	utensil
receive	-	recieve
suffacate	-	suffocate
absence	-	absense
ommission	-	omission
possession	-	posession
antiseptic	-	antesceptic

adviseable - advisable

competent - competant

prefered - preferred

convience - convenience

It appeared that some of the words were not recognized as incorrectly spelled because of careless pronunciation in the student's oral work. Evidence of this was seen in words like temperture, volentary, distroy, canidate, abundence, suffacate, and convience. There was also some evidence of difficulty in deciding whether a letter was to be retained or not when another word has been formed from it by the addition of ing, ly, able, etc. For example, a large number of students gave comeing, truely, adviseable, usualy, as correctly spelled. There was also some evidence of difficulty with other instances of double letters and letters not doubled as in career, carreer, difficult, dificult, aparent, apparent, ommission, omission, possession, posession, and prefered, preferred.

CHAPTER VI

ANALYSIS OF RESULTS OF THE TEST OF EFFECTIVENESS OF EXPRESSION

Sentence Structure and Style

The first part of this test consisted of two passages of prose. Two different versions of each passage were given in adjacent columns, and the students were asked to decide which version of each sentence, or other indicated portion of the passage, was more effectively expressed. In addition, there were items in which the students decided which one of several general statements best represented the basis for their choice of the more effective version. These items on the reasons for choices tested the students' awareness of the principles involved in effective expression and their application to specific situations. These items also tested the students' ability to recognize various devices which were useful in securing desired effects. In the last section of this test, four different sentences on the same subject were given; the students were to select the one which was the most effectively expressed.

The analysis of the results of the test showed that the students did not have very much difficulty in deciding which version of each sentence or portion of a passage was more effectively expressed. In fact, the ratio of correct to

incorrect responses on each item was approximately nine to two, and in many cases even higher. However, the students performed very poorly in determining the reasons for their choices. In one case only eleven students recognized the reason a section was inferior was that it was not a complete sentence. In another case only twenty-seven students gave the reason as "two sentences are punctuated as if they were a single sentence." Many students had difficulty in recognizing sentences or parts of a passage which were inferior because of dangling participles, monotonous repetition of structure, obscure meaning because of poor word order, and independent clauses separated only by commas. In general, students had little difficulty in recognizing sentences which are expressed effectively, but had more difficulty in determining the reason why one sentence or one part of a passage is inferior and another superior.

Active Vocabulary

This part of the test attempted to measure the extent of the students' active or working vocabulary. Each of the sentences in the items described a certain word. A number in parentheses indicated the number of letters there were in the word. The students were to think of the exact word which best fitted the description and to find its first letter among the choices given following the sentence. The

words used were from the Thorndike Word List and such that were not only frequently used but also descriptive enough to be readily recognized.

The scores of students in the Smoky Lake School Division were very low as compared with the scores of students in the McLeod School Division. The average number of correct responses in McLeod School Division was thirteen words per student. In Smoky Lake School Division the average was only seven words per student. Five words were known by more than fifty percent of the grade ten students. However, thirteen of the words were known by less than twenty percent, and of these thirteen words four were known by less than seven percent of the students. The four words which apparently were not known by the students were fluctuate, fatalist, repertoire, and arbitration. The five words which were well known were damp, signature, pioneer, chime, and massacre.

Organization

The last part of the test of Effectiveness of Expression purports to measure the students' ability to organize materials. Two types of items were used. In the first, various thought elements were presented in random order, and the students were asked to arrange the elements in the best order to form a well-organized and effectively expressed

paragraph. A variant of this type presented statements representing whole paragraphs of a theme; the students were to decide what order of the paragraphs gave the best organization for the theme.

Further elements in organization were measured in an outlining test, in which the students organized various topics and answered questions which were designed to test how well they had classified and organized the different topics.

There appeared to be least difficulty in deciding which sentence should come first in order to form a well-organized paragraph. Usually it was the topic sentence; this was probably the reason why most students were quite successful in finding its proper place. However the proper order for the remaining sentences gave considerably more difficulty. One sentence, in particular, was placed correctly by only twelve students. In some cases it was found that a sentence placed in a wrong order did not materially change the thought of the paragraph. However it did to a large extent condition the effectiveness of the passage. It was in cases of this type that students were least successful in getting the correct order of these sentences. Apparently they were concerned with a sentence order that merely conveyed the meaning intended without much attention to whether a different order would create a more effective result.

In the outlining test, there was the apparent difficulty of discriminating between relevant and irrelevant materials. In completing the outline many students inserted items which had little or no bearing on the topic. For example, under the topic "General Responsibilities of the Forest Rangers", one of the headings was "Conservation of natural resources" with two sub-headings given: (1) Fire prevention, (2) Fire fighting. The third was to be chosen from a suggested list. Only twenty-five students chose the correct sub-heading "Combating erosion". The remainder of the students chose as sub-headings the following: (a) Repairing telephone lines (b) Roads and trails (c) Value of public property, and (d) Greater danger of forest fires in the fall.

There was also some indication of difficulty in recognizing the relative breadth of various topics. For example, under the heading "Building of new improvements" only a few students recognized the scope of this heading. Two sub-headings were given, namely, "Lookout towers" and "Cabins and ranger stations". Many students indicated as a third sub-heading "Assistance to people in difficulty", "Extent of area controlled", "Management of forest lands", and "Enforcement of game laws". Only thirteen students indicated the correct choice: "Roads and trails". It was obvious that the students failed to grasp the scope of a sub-heading or its relationship to the heading and the topic.

CHAPTER VII

CLASSIFICATION IN TERMS OF ACHIEVEMENT OF GRADE TEN STUDENTS IN THE SMOKY LAKE SCHOOL DIVISION

Although it was observed that the average scaled scores of the students in the Smoky Lake School Division were below the test norms and below those of the students in the McLeod School Division, it was considered desirable to determine the distribution by grade level of the students according to their achievement in each of the seven types of measures for which scaled scores were available. From the booklet of norms, shown in the appendix, the range of scaled scores corresponding to the various grade levels was obtained. The tables in this chapter give the distribution of 110 grade ten students in the six schools of the Smoky Lake School Division according to grade level of achievement in vocabulary, speed of comprehension, level of comprehension, total reading comprehension, mechanics of expression, effectiveness of expression, and total English. Although the tables are self-explanatory, a short summary follows each table.

Vocabulary

TABLE VI

DISTRIBUTION OF 110 GRADE TEN STUDENTS IN THE SMOKY LAKE SCHOOL DIVISION ACCORDING TO SCALED SCORES ON VOCABULARY

Grade Level	Range of S.Scores	Smoky Lake	Vilna	Wask-atenau	Bellis	War-spite	Sped-den	Total
7	-33	0	0	0	0	0	0	0
8	34-39	8	10	9	7	2	0	36
9	40-43	17	9	3	2	3	2	36
10	44-47	7	10	5	3	1	3	29
11	48-50	0	3	0	0	0	1	4
12	51-53	1	0	0	1	0	0	2
above 12	54-	2	1	0	0	0	0	3

Seventy-two students were below their grade level in achievement on the vocabulary subtest. Nine students were above their grade level. Twenty-nine students had scaled scores which were within the range of scaled scores for their grade. Sixty-five per cent of the grade ten students in the Smoky Lake School Division had a vocabulary score which was below the norm for their grade as rated by the Cooperative English Test.

Speed of Comprehension

TABLE VII

DISTRIBUTION OF 110 GRADE TEN STUDENTS IN THE SMOKY LAKE SCHOOL DIVISION ACCORDING TO SCALED SCORES ON SPEED OF COMPREHENSION

Grade Level	Range of S.Scores	Smoky Lake	Vilna	Wask-atenau	Bellis	War spite	Sped-den	Total
7	-34	0	0	0	0	0	0	0
8	35-39	10	17	9	10	4	1	51
9	40-44	12	8	7	0	1	2	30
10	45-47	3	3	0	2	1	1	10
11	48-50	4	1	0	1	0	2	8
12	51-53	4	1	0	0	0	0	5
above 12	54-	2	3	1	0	0	0	6

Eighty-one students were below their grade level in achievement on Speed of Comprehension. Nineteen students were above their grade level. Ten students had scaled scores which were within the range of scaled scores for their grade. Seventy-four per cent of the grade ten students in the Smoky Lake School Division had a speed of comprehension score which was below the norm for their grade as rated by the Cooperative English Test.

Level of Comprehension

TABLE VIII

DISTRIBUTION OF 110 GRADE TEN STUDENTS IN THE SMOKY LAKE SCHOOL DIVISION ACCORDING TO SCALED SCORES ON LEVEL OF COMPREHENSION

Grade Level	Range of S.Scores	Smoky Lake	Vilna	Wask-atenau	Bellis	War-spite	Sped-den	Total
7	-34	0	0	0	0	0	0	0
8	35-39	10	14	12	10	4	1	51
9	40-43	6	8	0	0	0	1	15
10	44-47	9	4	4	0	0	2	19
11	48-50	2	6	0	3	1	0	12
12	51-53	6	0	0	0	1	2	9
above 12	54-	2	1	1	0	0	0	4

On Level of Comprehension, sixty-six students were found to be below their grade level in achievement. Twenty-five students were above their grade level. Nineteen students had scaled scores which were within the range of scaled scores for their grade. Sixty per cent of the grade ten students in the Smoky Lake School Division had a level of comprehension score in reading which was below the norm for their grade as rated by the Cooperative English Test.

Total Reading Comprehension

TABLE IX

DISTRIBUTION OF 110 GRADE TEN STUDENTS IN THE SMOKY LAKE SCHOOL DIVISION ACCORDING TO SCALED SCORES ON TOTAL READING COMPREHENSION

Grade Level	Range of S.Scores	Smoky Lake	Vilna	Wask-atenau	Bellis	War-spite	Sped-den	Total
7	-34	1	4	4	0	2	0	11
8	35-39	11	13	8	10	2	1	45
9	40-43	11	8	3	0	0	2	24
10	44-47	5	3	1	2	2	1	14
11	48-50	4	2	0	1	0	2	9
12	51-54	2	3	1	0	0	0	6
above 12	55-	1	0	0	0	0	0	1

On the Reading Comprehension Test taken as a whole, eighty students were found to be below their grade level in achievement. On the other hand, sixteen students were above their grade level. Fourteen students had scaled scores which were within the range of scaled scores for their grade. Seventy-three per cent of the grade ten students in the Smoky Lake School Division had a reading comprehension score which was below the norm for their grade as rated by the Co-operative English Test.

Mechanics of Expression

TABLE X

DISTRIBUTION OF 110 GRADE TEN STUDENTS IN THE SMOKY LAKE SCHOOL DIVISION ACCORDING TO SCALED SCORES ON THE TEST OF MECHANICS OF EXPRESSION

Grade Level	Range of S.Scores	Smoky Lake	Vilna	Wask-atenau	Bellis	War-spite	Sped-den	Total
7	19-35	7	12	7	5	2	0	33
8	36-39	9	6	1	3	1	0	20
9	40-43	12	7	4	3	2	1	29
10	44-47	1	5	4	2	0	2	14
11	48-50	1	2	0	0	0	2	5
12	51-53	3	0	1	0	1	0	5
above 12	54-	2	1	0	0	0	1	4

On the test of Mechanics of Expression, eighty-two students were found to be below their grade level in achievement. On the other hand, fourteen students were above their grade level. Fourteen students had scaled scores which were within the range of scaled scores for their grade. Seventy-five per cent of the grade ten students in the Smoky Lake School Division had a mechanics of expression score which was below the norm for their grade as rated by the Cooperative English Test.

Effectiveness of Expression

TABLE XI

DISTRIBUTION OF 110 GRADE TEN STUDENTS IN THE SMOKY LAKE SCHOOL DIVISION ACCORDING TO SCALED SCORES ON THE TEST OF EFFECTIVENESS OF EXPRESSION

Grade Level	Range of S.Scores	Smoky Lake	Vilna	Wask-atenau	Bellis	War-spite	Sped-den	Total
7	24-34	4	11	5	5	2	0	27
8	35-38	12	11	2	5	4	1	35
9	39-42	10	2	3	2	0	2	19
10	43-47	4	5	6	1	0	1	17
11	48-50	1	3	1	0	0	0	5
12	51-53	2	1	0	0	0	1	4
above 12	54-	2	0	0	0	0	1	3

On the test of Effectiveness of Expression, eighty-one students were found to be below their grade level in achievement. Twelve students were above their grade level. Seventeen students had scaled scores which were within the rage of scaled scores for their grade. Seventy-four per cent of the grade ten students in the Smoky Lake School Division had an effectiveness of expression score which was below the norm for their grade as rated by the Cooperative English Test.

Total English

TABLE XII

DISTRIBUTION OF 110 GRADE TEN STUDENTS IN THE SMOKY LAKE SCHOOL DIVISION ACCORDING TO SCALED SCORES ON TOTAL ENGLISH

Grade Level	Range of S.Scores	Smoky Lake	Vilna	Wask-atenau	Bellis	War-spite	Sped-den	Total
7	-33	0	0	0	0	0	0	0
8	34-37	15	18	8	10	4	0	55
9	38-42	10	10	6	2	2	3	33
10	43-46	6	3	3	1	0	1	14
11	47-50	0	1	0	0	0	0	1
12	51-53	2	1	0	0	0	2	5
above 12	54-	2	0	0	0	0	0	2

On the three tests as a whole, eighty-eight students were found to be below their grade level in achievement. On the other hand, eight students were above their grade level. Fourteen students had scaled scores which were within the range of scaled scores for their grade. Eighty per cent of the grade ten students in the Smoky Lake School Division had an English ability below the norm for their grade as rated by the Cooperative English Test.

Summary of Observations

In some types of measures, as many as eighty per cent of the grade ten students in the Smoky Lake School Division were below the norms of the Cooperative English Tests. Many were found to be at the grade seven level of achievement in certain phases of English. On the other hand, twenty per cent of the students scored as well as, or better than the grade ten students used in establishing the norms. It can be said that from sixty to eighty per cent of the grade ten students in the Smoky Lake School Division had an English achievement which was below the norms for their grade as rated by the Cooperative English Test.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

Grade ten students in the Smoky Lake School Division were found to be on the average from one-half to one and one-half years below the norms in achievement in various phases of English as rated by the Cooperative English Test. From sixty to eighty per cent of the students achieved scores which were below the norms for their grade and below the scores of the McLeod School Division students used as a comparison group.

Vocabulary and Reading

One-quarter of the grade ten students in the Smoky Lake Division displayed gross errors in the mechanics of reading. They were unable to read rapidly enough to attempt, in the time limit, all of the items in the first scale which were within their range of comprehension. When they were given sufficient time to attempt as many additional items as they could, their level of comprehension scores showed a significant increase. Much could be done for these students, who displayed obvious errors in the mechanics of reading, by providing the opportunity for supervised oral reading of easy materials and by preparing simple

exercises in word recognition, syllabication, and phonetic analysis. Stearn[15] gives these worthwhile suggestions:

1. Start pupil reading something. Be sure it is not too difficult, but be even more sure it is interesting to him.

2. Encourage him to read better and better books, not by telling him they are better, but by suggesting them as interesting reading. Be sure they are interesting. Avoid the adult classics like the plague at this stage and concentrate on good, fairly light modern stuff instead.

3. Give him plenty of practice with well-organized remedial material. He can really improve if given a chance.

4. Keep him well informed of his progress, both in relation to his own past performance and to the performance of the class and the groups.

5. Don't ask him for "book reports". Let him spend the time in reading instead.

Good reading habits are essential for progress in any subject in school. Since it was apparent that the difficulties discovered among the grade ten students have been carried forward from the lower grades, the solution to the problem must of necessity be an attack throughout the grades.

> The teaching of English is first of all a responsibility of the entire school staff. For substantial results in the field of language learning, therefore, a determined and persistent school-wide attack upon the problems of reading, writing, speaking, and listening is necessary.
>
> All teachers in the secondary school have a responsibility for the improvement of language

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[15] Gertrude B. Stearn, English In The Small High School. Lincoln, University of Nebraska Press, 1950, pp. 259-260.

> expression on the part of youth. Provision for an abundance of such activities as letter writing, floor talks, panels, group discussions, conversations, and similar forms of speaking and writing should be made in all subject matter fields.[16]

Students should be encouraged to do more reading at their own level. For those who have not developed a real taste for reading, good magazines could be used to advantage. Certain magazines show a universal appeal to young people regardless of age, sex, or intelligence. These include McLeans, Reader's Digest, Saturday Evening Post, and Colliers.

> Many teachers have reported classroom experiences with magazines which have resulted in improved reading tastes and extended reading interests on the part of high school youth. It seems clear that the reading tastes of American people could be materially altered for the better, particularly in the field of magazines, if all schools were to provide youth with the opportunity to become acquainted with the many good materials available.[17]

Although students must read at least ten books a year from a prescribed list, they should be encouraged to read many more. Students in the Smoky Lake School Division, some of whom were found to be reading at the grade eight level, should read twenty or more good books in a year. They should select books of different types and by different authors. In other school subjects, where all of the students possess the

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[16]John J. DeBoer, Walter V. Kaulfers, and Helen Rand Miller, Teaching Secondary English. New York, McGraw-Hill Book Co., 1951, pp. 379-380.

[17]Ibid., p. 264.

same textbook, various sections could be assigned as reading selections, subject to time limits and progress checks. In this way, the responsibility for reading improvement could be distributed amongst all teachers.

It is necessary for students to increase their speed of comprehension. It has been customary to urge speed even at the cost of temporary loss of comprehension.

> Keep forcing yourself to read rapidly. At first your comprehension of ideas will be interfered with. But with persistent daily practice you can soon learn to grasp ideas with remarkable quickness.[18]

However more recent findings in investigations of reading disabilities show other things than speed per se to be important, and therefore it would probably not be justifiable to place as much emphasis on speed alone since different kinds of reading for different purposes are recognized.

There is evidence of a need for systematic vocabulary development. It appears that many of the students have a fairly large vocabulary but are not always sure of the exact meaning or the right choice of words. Many devices such as word games, good crossword puzzles, and word competitions could be used to stimulate vocabulary development. The dictionary is indispensable in learning the correct meanings of words encountered in reading. However, unless

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[18] Arthur W. Kornhauser, How To Study, Chicago, University of Chicago Press, 1935 (Revised), p. 28.

words are filled with the content of personal experience, they are likely to remain empty symbols in the mind of the learner and hence be misused or readily forgotten.

> Power to get meaning from the printed page begins with word recognition. In the elementary and junior high school, teachers should arouse an interest in words, their multiple meanings and their varied forms. They should help pupils develop a method of attacking unfamiliar words through the many techniques of word analysis, pursuit of context clues, and use of the dictionary. This requires ingenuity in devising activities that both interest and challenge children and young people. Emphasis upon first hand experiences as a basis for giving meaning to words is especially important.[19]

The danger of teaching vocabulary without reference to the content of experience is great when new words are introduced in list form for learning through memorization of spelling and meanings without reference to context or need. Growth in vocabulary should be a by-product of new experiences demanding the use of new words for describing, identifying, or communicating. From this background of experience, words whose pronunciation, meaning, or spelling causes difficulty may be lifted for special consideration as separate items, but the procedure in such cases is always from the whole to the part.

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[19]National Council of Teachers of English, The English Language Arts. New York, Appleton-Century-Crofts, Inc., 1952, p.398.

Mechanics of Expression

Although grade ten students in the Smoky Lake School Division scored higher than the grade ten students of the McLeod School Division on grammatical usage, they were below the norms on the Mechanics of Expression test as a whole. Seventy-five per cent were below their grade level in this phase of English. This would seem to indicate that more time needs to be devoted to correct usage in everyday language. There is the apparent need of consistent emphasis on homonyms, correct use of who, which, whom, correct verb tenses, and the use of the apostrophe for denoting possession or in contraction. In order to fix a particular usage it would be well to rely for practice more on the composition of short illustrative sentences from the students' own writing or speech.

> There is probably no better way to waste time than to ask students to change sentences which they themselves would never think of writing or saying. Unless the students recognize the language of the practice exercises as their own, the carry-over of the work into their personal, independent use of language is destined to be small because of their failure to see any connection between the two.[20]

The use of the double negative, so prevalent among students of Ukrainian origin, has diminished considerably. It is apparent that students of Ukrainian origin are

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[20]John J. Deboer, Walter V. Kaulfers, and Helen Rand Miller, op. cit., pp. 91-92.

beginning to think in English rather than to compose in Ukrainian and to translate into English.

Spelling, which is associated with good writing, appears to require some attention. Correct pronunciation would do much toward eliminating many spelling errors. Grade ten students in the Smoky Lake School Division failed to note many misspelled words because of careless pronunciation. Proficiency in pronunciation is a habit, rather than a subject matter, and as such cannot be achieved as a unit boxed off for intensive study and thorough coverage in a few weeks devoted exclusively to the topic. The alternative is to make improvement in pronunciation a "continuous responsibility in all classes and an integral aspect of all oral work."[21]

Students should be trained to re-read their written work and find their own errors in usage. After they have prepared an assignment, they could be asked to go over the work and locate errors according to a chart arranged beforehand by the teacher. The chart should consist of specific instruction for guidance. Models of correct form, for imitation by the pupils, will provide quicker and more lasting improvement than a large number of rules, which may or may not have much meaning for the pupil. In this way the teacher could be spared a great deal of time correcting errors which students

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[21] Ibid., p. 109.

themselves are aware of but make because of carelessness.

Effectiveness of Expression

Seventy-four per cent of the grade ten students in the Smoky Lake School Division scored below their grade norms in effectiveness of expression. This would seem to indicate the need of developing greater skill in organizing material and presenting it effectively in writing. Students should receive constant practice in the use of parallel construction to express parallel ideas. There is evidence of need for writing sentences of different types such as periodic, balanced, and complex. The ability to handle sentences well results from a gradual maturing of ability to think, to organize ideas, and to express ideas. The attack of the school strategically follows the natural stages of language development: (1) the clear thinking and expressing of single ideas, (2) the thinking and expressing of several ideas, and (3) the giving of emphasis to expression and adding interest through the use of a variety of sentences. There is an urgent need among the students for abundant practice on all types of sentences, especially the longer sentence, to avoid unjustified partial sentences, strung-out sentences, and poor sentence arrangement in their writing. However, the goal should be to incorporate these types of sentences into their written and spoken English.

Students should be careful to avoid more or less literal translations from foreign languages which sound crude or incorrect in English. Double negatives seem logical to Ukrainian speaking students because they use them, and correctly so, in their own language. It is quite common and proper to use sentences with four or five double negatives in the Ukrainian language. When translated, these sentences would be incorrect and very crude in English. Fortunately the use of the double negative in English among Ukrainian students is disappearing.

The following should receive particular attention: avoidance of tiresome repetition of the same word, varying type of sentence structure, varying type of modifiers, choice of connecting words, and adapting the sentence form to the character of the idea or feeling to be expressed.

Above all, there is a need for a desire to improve. Practice on difficulties is one thing. Using effective expression in written and spoken English can come about only by habitual use and a willingness to raise the standard of effective English in everyday practice. In conclusion, it is well to keep in mind that growth in language is not like building a wall by adding a stone here and another there. It is far more like growing a tree by letting it live in the rain, the sunshine, and the wind.

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APPENDIX A

1. Sample of test
2. Distribution of responses in the Smoky Lake School Division
3. Scoring key

AMERICAN COUNCIL ON EDUCATION

COOPERATIVE ENGLISH TEST

SINGLE BOOKLET EDITION

(Higher Level)

FORM S

READING COMPREHENSION (Test C2)

by

FREDERICK B. DAVIS and HAROLD V. KING, Cooperative Test Service

with the editorial assistance of

DONALD D. DURRELL, Boston University; DANIEL D. FEDER, University of Illinois; WARNER F. GOOKIN, Oak Bluffs, Massachusetts; WILLIAM S. GRAY, University of Chicago; MARION MONROE, Pittsburgh Public Schools; ARTHUR E. TRAXLER, Educational Records Bureau; and LOUIS C. ZAHNER, Groton School

EXPRESSION (Tests A and B2)

by

GERALDINE SPAULDING, Cooperative Test Service, and MIRIAM MAY, Hastings-on-Hudson High School

with the editorial assistance of

ERIC W. ALLEN, University of Oregon; LENNOX GREY, Teachers College, Columbia University; EDITH M. PENNEY, Bronxville Public Schools; RACHEL SALISBURY, Platteville State Teachers College, Wisconsin; VERNON T. SANDERS, Bronxville Public Schools; and ROBERT G. WEBSTER, University of New Hampshire

Please print:

Name_____ Date_____
(Last, First, Middle)

Grade or Class_____ Age_____ (Yrs., Mos.) Date of Birth_____

School or College_____ City_____ Sex_____ (M. or F.)

Title of the English course you are now taking_____ Instructor_____

Time limits and general directions are printed on the next page.

Reading Comprehension Scores

	Scaled Score
Vocabulary	
Speed of Comprehension	
Level of Comprehension	

(Sum of Scaled Scores for Parts:)

Total Reading Comprehension	

Total English Score

Test	Scaled Score
Mechanics of Expression	
Effectiveness of Expression	
Reading Comprehension (Total)	

(Sum of Scaled Scores for the Three Tests:)

Total English	

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15 Amsterdam Avenue, New York, N. Y.

COOPERATIVE ENGLISH TEST

SINGLE BOOKLET EDITION

(Higher Level)

containing

Reading Comprehension

Mechanics of Expression

Effectiveness of Expression

General Directions: Do not turn this page until the examiner tells you to do so. This examination consists of three tests, each requiring 40 minutes of working time. The directions for each part of each test are printed at the beginning of the part. When the examiner tells you to begin, turn the page, read the directions, and proceed at once to answer the questions. **Do not spend too much time on any one item. Answer the easier questions first;** then return to the harder ones if you have time. There is a time limit for each part. If you have not finished a part when the time is up, stop work on that part and proceed **at once** to the next part. If you finish a part before the time is up, go on to the next part. You may not go back and work on a preceding test. No questions may be asked after the examination has begun.

You may answer questions even when you are not perfectly sure that your answers are correct, but you should avoid **wild** guessing, since wrong answers will result in a subtraction from the number of your correct answers.

TIME LIMITS

Test	Part	Minutes
Reading Comprehension	I. Vocabulary	15
	II. Reading	25
	Total	40
Mechanics of Expression	I. Grammatical Usage	15
	II. Punctuation and Capitalization	15
	III. Spelling	10
	Total	40
Effectiveness of Expression	I. Sentence Structure and Style	15
	II. Active Vocabulary	10
	III. Organization	15
	Total	40
Total English		120

READING COMPREHENSION

PART I: VOCABULARY

(15 minutes)

rections: In each group below, select the numbered word or phrase that **most nearly** corresponds in meaning to e word at the head of that group, and put its **number** in the parentheses at the right. It is quite likely that you will ish this part before the time is up. In that case, **go on immediately to Part II,** because additional time spent on rt II will probably improve your Speed of Comprehension Score.

Column A

inquisitive
1-1 cruel 3
1-2 curious 76
1-3 peculiar 8
1-4 unselfish 7
1-5 uninterested . . . 1(7)
)id not attempt 9

insignia
2-1 naval officers 6
2-2 emblems 56
2-3 records 12
2-4 equipment 9
2-5 witnesses . . . . 2(12)
15

hideous
3-1 thick-skinned 20
3-2 unfamiliar 18
3-3 highly dangerous 3
3-4 extremely ugly 48
3-5 concealed . . . . 3(14)
7

setter
kind of
4-1 cabin 21
4-2 dog 50
4-3 boat 12
4-4 sail 15
4-5 chain . . . . . 4(4)
8

imperative
5-1 harsh 20
5-2 quick 24
5-3 urgently necessary 37
5-4 definitely harmful 4
5-5 royal . . . . . 5(3)
22

rodent
6-1 front tooth 3
6-2 slender bar 4
6-3 roundup 9
6-4 small animal 78
6-5 pony . . . . . 6(3)
13

jilt
7-1 jostle 12
7-2 tip over 24
7-3 cast off 51
7-4 dance 6
7-5 fight . . . . . 7(5)
12

Column B

8. **haven**
8-1 chapel 20
8-2 dock 13
8-3 forest 10
8-4 cemetery 14
8-5 refuge . . . . . 8(35)
18

9. **intuition**
9-1 shyness 7
9-2 logic 9
9-3 instinctive knowledge 34
9-4 admission fee 12
9-5 pretense . . . . . 9(14)
34

10. **ratify**
10-1 explain 31
10-2 destroy 25
10-3 judge 9
10-4 confirm 26
10-5 excuse . . . . . 10(5)
15

11. **flimsy**
11-1 wild 19
11-2 unsubstantial 41
11-3 bewildered 10
11-4 uncertain 22
11-5 decorated . . . 11(7)
11

12. **cache**
12-1 hidden storage place 42
12-2 large trunk 18
12-3 wicker basket 5
12-4 Indian coin 23
12-5 mint . . . . . 12(1)
21

13. **stein**
13-1 fish net 25
13-2 handle 20
13-3 chisel 8
13-4 vase 21
13-5 mug . . . . . 13(11)
25

14. **lethal**
14-1 drowsy 11
14-2 awkward 13
14-3 deadly 8
14-4 unpleasant 19
14-5 metal . . . . . 14(10)
49

Column C

15. **loll**
15-1 deceive 9
15-2 caress 15
15-3 recline 32
15-4 sing 20
15-5 play . . . . . 15(11)
23

16. **husky**
16-1 bristling 18
16-2 brutal 64
16-3 hoarse 13
16-4 rural 1
16-5 quick . . . . . 16(10)
4

17. **gaudy**
17-1 destructive 14
17-2 ghastly 11
17-3 homely 26
17-4 showy 19
17-5 proud . . . . . 17(16)
24

18. **opaque**
18-1 nontransparent 51
18-2 clear 16
18-3 soft 2
18-4 smooth 4
18-5 slanted . . . . 18(15)
22

19. **beaker**
19-1 prong 23
19-2 vessel 41
19-3 speaker's platform 5
19-4 drinker 30
19-5 baking pan . . 19(5)
6

20. **filigree**
20-1 ornamental openwork 23
20-2 line of ancestry 30
20-3 sister 1
20-4 yarn 6
20-5 fence . . . . . 20(8)
42

21. **waylay**
21-1 go astray 27
21-2 conceal 11
21-3 ambush 16
21-4 postpone 25
21-5 explore . . . . 21(11)
20

Go on to the next page.

Column D

22. deity
22–1 official 18
22–2 priest 13
22–3 god 9
22–4 demon 13
22–5 debt . . . . . 22(37)
20

23. stoical
23–1 upright 17
23–2 unflinching 15
23–3 stupid 9
23–4 harsh 7
23–5 respectful . . . 23(20)
42

24. repress
24–1 suffer 2
24–2 reprint 56
24–3 hasten 5
24–4 emphasize 21
24–5 check . . . . . 24(11)
15

25. surly
25–1 small 6
25–2 frolicsome 8
25–3 bad-tempered 14
25–4 confident 59
25–5 soiled . . . . . 25(8)
15

26. corpulent
26–1 dead 23
26–2 generous 25
26–3 wealthy 19
26–4 oily 3
26–5 stout . . . . . 26(11)
29

27. prevalent
27–1 widespread 53
27–2 borrowed 1
27–3 preventive 18
27–4 accidental 12
27–5 customary . . . 27(16)
10

28. validity
28–1 infirmity 15
28–2 soundness 22
28–3 courage 19
28–4 weight 9
28–5 pride . . . . . 28(12)
33

29. disseminate
29–1 abandon 17
29–2 scatter 25
29–3 fertilize 8
29–4 pretend 15
29–5 reproach . . . . 29(6)
39

Column E

30. intersect
30–1 split into sections 31
30–2 untangle 1
30–3 meet and cross 62
30–4 place between 10
30–5 connect . . . . 30(3)
3

31. lusty
31–1 shiny 53
31–2 dark 21
31–3 hurried 4
31–4 sturdy 21
31–5 hoarse . . . . . 31(1)
10

32. repugnance
32–1 strong dislike 27
32–2 self-defense 13
32–3 love of fighting 12
32–4 reputation 12
32–5 refusal . . . . 32(12)
34

33. derelict
33–1 abandoned ship 13
33–2 local language usage 28
33–3 error 17
33–4 departure 12
33–5 crane . . . . . 33(6)
34

34. grovel
34–1 climb 7
34–2 dredge 31
34–3 devour 16
34–4 press 5
34–5 crawl . . . . . 34(25)
26

35. astute
35–1 shrewd 18
35–2 stupid 11
35–3 influential 19
35–4 fat 7
35–5 cruel . . . . . 35(15)
40

36. improvise
36–1 increase 12
36–2 make up 23
36–3 look ahead 11
36–4 act unwisely 10
36–5 make better . . 36(32)
22

37. cite
37–1 find 35
37–2 prove 8
37–3 dispatch 10
37–4 mention 10
37–5 reveal . . . . . 37(32)
15

Column

38. bogus
38–1 stupid 1
38–2 inhuman 2
38–3 valuable
38–4 counterfeit 3
38–5 big . . . . . 38(1
1

39. defunct
39–1 abrupt 2
39–2 sad
39–3 empty 2
39–4 defined 1
39–5 dead . . . . . 39(
4

40. rococo
40–1 extravagantly ornamented 1
40–2 rough
40–3 primitive 1
40–4 highly polished 1
40–5 crazy . . . . . 40(1
4

41. volatile
41–1 dishonest 1
41–2 flying
41–3 easily evaporated
41–4 violent
41–5 unfriendly . . . 41(

42. axiomatic
42–1 instinctive
42–2 automatic
42–3 revolving
42–4 self-evident
42–5 complicated . . 42(

43. impotent
43–1 rude
43–2 powerless
43–3 imaginary
43–4 dangerous
43–5 unimportant . . 43(

44. terminology
44–1 study of insects
44–2 medical knowledge
44–3 result
44–4 study of rocks
44–5 vocabulary . . . 44(

45. gullible
45–1 smooth
45–2 credulous
45–3 movable
45–4 buoyant
45–5 birdlike . . . . 45(

Go on to the next

Column G

pungent
46–1 worried 9
46–2 dangerous 17
46–3 funny 18
46–4 violent 11
46–5 acrid . . . . . 46(18) 37

glower
47–1 scowl 15
47–2 flicker 57
47–3 grumble 9
47–4 darken 8
47–5 frighten . . . . 47(4) 17

testy
48–1 brave 12
48–2 suspicious 32
48–3 difficult 8
48–4 uncertain 28
48–5 irritable . . . . 48(11) 19

smug
49–1 homely 23
49–2 complacent 18
49–3 rude 24
49–4 smooth 6
49–5 crowded . . . . 49(27) 12

expound
50–1 flatten out 28
50–2 crush 8
50–3 set forth 11
50–4 put out of 35
50–5 seize . . . . . 50(5) 23

Column H

51. **caucus**
51–1 disturbance 9
51–2 desert plant 31
51–3 decoration 4
51–4 meeting 38
51–5 ship . . . . . 51(3) 25

52. **bicker**
52–1 talk rapidly 15
52–2 laugh quietly 13
52–3 beckon 12
52–4 wrangle 13
52–5 urge on . . . . 52(22) 35

53. **purloin**
53–1 steal 14
53–2 smooth out 11
53–3 bring 6
53–4 exaggerate 21
53–5 knit . . . . . 53(9) 49

54. **hawker**
54–1 peddler 20
54–2 lookout 17
54–3 singer 1
54–4 thief 37
54–5 bird . . . . . 54(12) 23

55. **epitome**
55–1 work of art 9
55–2 inscription on tombstone 29
55–3 deep hole 5
55–4 summary 8
55–5 large book . . . 55(6) 53

Column I

56. **temerity**
56–1 praise 4
56–2 incompetence 9
56–3 energy 11
56–4 timidity 15
56–5 rashness . . . . 56(10) 61

57. **slake**
57–1 forget 7
57–2 cut up 26
57–3 slide 13
57–4 allay 14
57–5 scold . . . . . 57(11) 39

58. **parsimony**
58–1 minister's house 44
58–2 begging 4
58–3 grammar 4
58–4 vegetable 3
58–5 stinginess . . . 58(7) 48

59. **craven**
59–1 cowardly 18
59–2 greedy 23
59–3 envious 20
59–4 weak 9
59–5 bold . . . . . 59(12) 28

60. **corvette**
60–1 weapon 26
60–2 tax 4
60–3 dance 9
60–4 border 7
60–5 warship . . . . 60(23) 41

Go on to the next part.

Number wrong	0 | 2	3 | 6	7 | 10	11 | 14	15 | 18	19 | 22	23 | 26	27 | 30	31 | 34	35 | 38	39 | 42	43 | 46	47 | +
Amount to be subtracted	0	1	2	3	4	5	6	7	8	9	10	11	12

Number right_____

Subtract _____
(See table above)

Raw Score = Difference_____

Scaled Score _____
(See table on key)

PART II: READING

(25 minutes)

Directions: This part consists of selections taken from stories, articles, humorous anecdotes, textbooks, etc. Foll ing each passage are several multiple-choice items concerning the selection. In each case you are to **read the selec carefully first,** and then decide on the basis of the selection which one of the choices given after each incomplete st ment **best** completes the meaning of the statement. If you cannot decide, you may go back to the passage. Put **number** of your choice in the parentheses at the right of each item. Since this test measures Speed of Comprehen as well as Level of Comprehension, enough material has been included so that even the most rapid readers prob will not finish in the time allowed.

(1) "It was all Mrs. O'Malley. She *would* do it,"
(2) urged Mr. O'Malley, first looking around to as-
(3) certain that his partner had left the room.
(4) "That is no excuse," replied the Constable.
(5) "You were present on the occasion of the destruc-
(6) tion of these trinkets, and indeed are the more
(7) guilty of the two in the eye of the law, for the
(8) law supposes that your wife acts under your
(9) direction."
(10) "If the law supposes that," said Mr. O'Malley,
(11) squeezing his hat and looking around again, "the
(12) law is a ass, a idiot. If that's the eye of the law,
(13) the law is a bachelor; and the worst I wish the
(14) law is that his eye may be opened by experience."

1. Mr. O'Malley looked around (line 11) because he
   - 1-1 did not want his wife to hear him. 49
   - 1-2 wanted his wife to confirm his statement. 14
   - 1-3 was afraid an officer of the law might be listening. 28
   - 1-4 wanted to locate the exit in case he needed to use it. 11
   - 1-5 felt rather proud of himself. . . . . 1(5) 3

2. We may infer that Mr. O'Malley
   - 2-1 has destroyed some property. 26
   - 2-2 told his wife to destroy some property. 38
   - 2-3 is trying to protect his wife from the law. 34
   - 2-4 usually does what his wife tells him to do. 8
   - 2-5 is happily married. . . . . 2(0) 4

3. Mr. O'Malley says that the damage was the result of
   - 3-1 an accident. 6
   - 3-2 his own wrong directions to his wife. 15
   - 3-3 a misunderstanding between him and his wife. 10
   - 3-4 an unreasonable law. 51
   - 3-5 his wife's mistaken judgment. . . . . 3(18) 10

4. Mr. O'Malley apparently thinks that his wife
   - 4-1 is not responsible for her acts. 22
   - 4-2 is innocent of any wrongdoing. 32
   - 4-3 is self-willed. 19
   - 4-4 is amusing. 6
   - 4-5 has been insulted by the Constable. . 4(23) 8

5. Mr. O'Malley could think of no worse punishment for the law than
   - 5-1 marriage.
   - 5-2 calling it "a ass" and "a idiot." 6
   - 5-3 calling it "a bachelor." 1
   - 5-4 ignoring it.
   - 5-5 breaking it. 5

6. Mr. O'Malley indicates his belief in the superior wisdom of
   - 6-1 women.
   - 6-2 the law.
   - 6-3 the Constable.
   - 6-4 bachelors.
   - 6-5 married men. . . . . 6(

The influence of the Venetian school of painting immense. In Italy it gave birth to various local sch Verona, Vicenza, and Brescia, the last-named memo as having produced the great Moretto, who prec Tintoretto and Veronese in the use of silvery t Tintoretto and Bassano, one of the creators of mo landscape, were the first models for Velásquez. T inspired Rubens and Reynolds; Tiepolo was imitat the Spaniard, Goya, to whom we may, in a mea ascribe the origin of French painting in the second of the nineteenth century.

7. The main point of the passage is that the Venetian school of painting
   - 7-1 produced Tintoretto and Veronese.
   - 7-2 introduced painting to Italy.
   - 7-3 was the first to introduce the use of silvery tones.
   - 7-4 was the first to produce landscapes.
   - 7-5 influenced many great painters. . . . 7(

8. The passage indicates definitely that Moretto
   - 8-1 died before Tintoretto was born.
   - 8-2 was a greater artist than Tintoretto.
   - 8-3 lived in Venice.
   - 8-4 was the most famous Brescian painter of this period.
   - 8-5 painted the first landscape. 8

Go on to the next

Moretto was a native of
9–1 Venice. 22
9–2 Verona. 4
9–3 Vicenza. 5
9–4 Brescia. 58
9–5 Veronese. . . . . 9(13) 8

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slight knocking or pinging in an engine is not, as vertising implies, evidence of an unsuitable fuel. ten an engine is knocking, actually the maximum sepower is being produced. Only when such knock- is considerable, under severe and exceptional circum- nces, will there be any danger of harm to the engine. s advisable to select the type of fuel best suited for r car, have the proper spark adjustment made, and er continue to use the fuel exclusively, or (if for some son its quality declines) another suitable fuel of ap- ximately the same octane number. Actually, there ttle difference in the resultant power and gasoline eage obtained by different fuels with different anti- ck qualities, providing the proper spark adjustment ade in each case, and any improvement in perform- e will not be sufficient to compensate for the difference cost between the better nonleaded fuels and the nium leaded fuels. Assuming proper carburetor and k adjustment, choice of brand or type of gasoline has tically no effect upon mileage per gallon.

Assuming proper carburetor adjustment, gasoline mileage is apparently most dependent on which one of the following factors?
10–1 Price of gasoline used 2
10–2 Brand of gasoline used 11
10–3 Spark adjustment 46
10–4 Prevention of knocking 26
10–5 Type of fuel used. . . . . 10(22) 3

According to the passage, a slight knocking sound in the motor is evidence that the
11–1 gasoline being used is not suitable. 28
11–2 motor is developing its full power. 62
11–3 motor is in danger of being damaged. 9
11–4 motor is dangerously overloaded. 2
11–5 carburetor is not properly adjusted. 11(7) 2

The passage states definitely that
12–1 there is no difference in the mileage obtained from different gasolines. 50
12–2 knocking can do no harm to a motor. 13
12–3 advertising contains factual errors. 5
12–4 only one type of fuel should be used with a motor after the initial adjustments have been made. 35
12–5 any increase in performance obtained by the use of leaded gasoline is not worth the increase in cost. . . 12(5) 2

13. This passage leads one to believe that it is ordinarily best to buy
13–1 leaded fuels. 36
13–2 high-priced gasoline. 8
13–3 inexpensive gasoline. 12
13–4 gasoline with a high octane number. 45
13–5 automobiles that do not ever knock. 13(5) 4

14. This passage is probably taken from
14–1 an encyclopedia. 4
14–2 a manual supplied by a gasoline manufacturer for the use of motorists. 36
14–3 a newspaper advertisement. 4
14–4 a report of a testing laboratory operated for consumers. 32
14–5 a report of one automobile owner's experiences. . . . . 14(33) 1

I went out to Charing Cross to see Major-General Harrison hanged, drawn, and quartered; which was done there, he looking as cheerful as any man could do in that condition. Thus it was my chance to see the King beheaded at Whitehall and to see the first blood shed in revenge for the blood of the King at Charing Cross. After that I went home where I was angry with my wife for her things lying about, and in my passion kicked the little fine basket, which I bought her in Holland, and broke it, which troubled me after I had done it.

15. We may infer that Major-General Harrison was hanged
15–1 before the King was beheaded. 42
15–2 because he plotted against the King. 19
15–3 by the King's enemies. 9
15–4 on the spot where the King was beheaded. 30
15–5 because he supported the King. . . 15(7) 3

16. The writer displays a strong liking for
16–1 Major-General Harrison. 20
16–2 honesty. 21
16–3 the King. 21
16–4 neatness. 27
16–5 his wife. . . . . 16(19) 2

17. The tone of the writer is
17–1 solemn. 22
17–2 emotional. 37
17–3 humorous. 20
17–4 cynical. 7
17–5 matter-of-fact. . . . . 17(20) 4

18. The writer's attitude toward Major-General Harrison appears to be one mainly of
18–1 pity. 18
18–2 indifference. 26
18–3 affection. 13
18–4 hatred. 15
18–5 respect. . . . . 18(36) 2

Go on to the next page.

I was traveling across Siberia in the coldest part of winter when the coach I was riding in encountered another in a narrow pass. I bid the coachman give a signal with his horn. He blew with all his might but could not make the horn sound.

That evening as we sat before the fire at an inn we heard a horn sounding behind us. We looked around and now found the reason why the coachman had not been able to sound his horn; the tunes were frozen up in the horn and came out now by thawing, plain enough, and much to the credit of the driver. So the honest fellow entertained us for some time with a variety of tunes without putting his mouth to the horn.

19. This anecdote is intended principally to
- 19-1 make amusingly exaggerated claims about Siberian weather. 36
- 19-2 show how cold weather may affect musical instruments. 53
- 19-3 illustrate one of the dangers of winter travel in Siberia. 7
- 19-4 compliment the coachman on his horn playing. 5
- 19-5 explain why horns cannot be used in parts of Siberia. . . . . 19(7) 2

20. We have most reason to believe the writer's statement that
- 20-1 his coachman could not sound the horn because it was affected by the cold. 56
- 20-2 he was traveling across Siberia in the coldest part of winter. 21
- 20-3 the horn played tunes as it thawed. 6
- 20-4 the tunes in the coachman's horn thawed out. 4
- 20-5 the coachman did not have to put his mouth to the horn to play it. . . 20(21) 2

Truth, indeed, is something that is believed in completely only by persons who have never tried personally to pursue it to its fastnesses and grab it by the tail. Teachers believe wholeheartedly in unchangeable truths and spend their lives trying to determine them and spread them; the so-called intellectual progress of man consists largely of a concerted effort to block and destroy their enterprise. In whole departments of human inquiry it seems to me quite unlikely that the truth ever will be discovered. Nevertheless, the rubber-stamp thinking of the world always makes the assumption that the exposure of an error is identical with the discovery of the truth—that error and truth are simple opposites. They are nothing of the sort. The average man of today does not believe in precisely the same imbecilities that the Greek of the ancient world believed in, but the things that he does believe in are often quite as idiotic. In other words, he doesn't make the same mistakes as the ancient Greeks but he makes others just as stupid.

21. The writer's attitude toward man's intellectual progress is
- 21-1 pessimistic.
- 21-2 respectful.
- 21-3 hopeful.
- 21-4 encouraging.
- 21-5 undefined. . . . . 21(

22. The writer's tone is best described as
- 22-1 caustic.
- 22-2 restrained.
- 22-3 persuasive.
- 22-4 optimistic.
- 22-5 apologetic. . . . . 22(

23. The writer feels that, compared with the ancient Greeks, modern man is
- 23-1 more reasonable.
- 23-2 less reasonable.
- 23-3 no more reasonable.
- 23-4 idiotic.
- 23-5 more intelligent. . . . . 23(

24. After stating that truth is believed in only by persons who have never pursued it, the writer appears to contradict himself by stating that
- 24-1 teachers spend their lives trying to identify truth.
- 24-2 truth will never be discovered in some areas.
- 24-3 teachers get no help in their efforts to identify truth.
- 24-4 error and truth are not simple opposites.
- 24-5 the exposure of error is not identical with the discovery of truth. . . . . 24(

Many discoveries have been accidents, the resu
stumbling on one thing while searching for an
But no one ever stumbled while he was standing
You only stumble while you are moving.

25. The main point of the writer is that
- 25-1 most important discoveries have been accidental.
- 25-2 any investigation is better than none.
- 25-3 investigations that are not carefully planned had best not be made.
- 25-4 carefully planned investigations are often failures.
- 25-5 mistakes often lead to great discoveries. 25

To safeguard its commercial interests in forei
tions, the nation maintains naval, military, consula
diplomatic establishments at the common expense.
total gains from these commercial interests abroa
never equal the cost of the government's efforts to f
and safeguard them. Moreover, such gains go

(*Continued in next column*)

Go on to the next

(*Continued from preceding column*)

sinessmen engaged in these enterprises, while the costs e borne almost wholly by the common man, who gets ictically no gain at all. Commonly, as in the case of a otective tariff, the cost to the common man is altoher out of proportion to the gain that accrues to the sinessman. But the common man is proud and glad bear this burden for the benefit of his wealthier neighs and he does so with a singular conviction that in ne mysterious manner he profits by it all. All this is redible, but it is everyday fact.

The government mentioned in the passage apparently gives foremost consideration to the welfare of

26–1 the greatest number of its citizens. 10
26–2 its businessmen. 39
26–3 its poorer citizens. 17
26–4 its wealthier neighbors. 7
26–5 its diplomats. . . . . 26(14) 23

In the writer's opinion, the common man is

27–1 easily deceived. 29
27–2 completely unselfish. 24
27–3 well governed. 18
27–4 very wise. 7
27–5 well cared for. . . . . 27(13) 9

Protective tariffs are said to be

28–1 of great benefit to the common man. 23
28–2 necessary to preserve a nation's home industries. 12
28–3 a burden on business. 7
28–4 an unjustified burden on the common man. 30
28–5 of great value in developing a nation's foreign trade. . . . . 28(11) 27

The main purpose of the writer is probably to

29–1 encourage the government's support of foreign trade. 10
29–2 explain why the common man is willing to support protective tariffs. 20
29–3 show that the common man is sometimes misled. 35
29–4 explain how the government develops foreign trade. 12
29–5 make fun of the common man. . . 29(3) 30

This passage presents

30–1 statements of fact only. 17
30–2 statements of the writer's opinions only. 14
30–3 both statements of fact and statements of the writer's opinions. 30
30–4 an emotional appeal instead of a reasoned argument. 4
30–5 statements ordinarily believed by the common man. . . . . 30(11) 34

* * * * * * * *

The trouble with murder is that it leads to lying, and from thence it is only a short step to laziness, procrastination, and bad manners.

31. The writer seems to be least concerned about

31–1 murder.
31–2 lying.
31–3 laziness.
31–4 procrastination.
31–5 bad manners. . . . . 31( )

32. The writer's approach to his subject is

32–1 humorous.
32–2 serious.
32–3 direct.
32–4 persuasive.
32–5 emotional. . . . . 32( )

– – – – – – – – – – – –

Romanticism, then, although it has its epochs, is in its essential characteristics rather a spirit that shows itself at all times, in various degrees, in individual workmen and their work, than the peculiarity of a time or a school. Depending on the varying proportion of curiosity and the desire for beauty—natural tendencies of the artistic spirit at all times—it must always be partly a matter of individual temperament. The eighteenth century in England has been regarded as almost exclusively a classical period; yet John Carroll, a type of so much that breaks through what are conventionally thought to be the influences of that century, is still a noticeable phenomenon in it, and the reaction in favor of naturalism in poetry begins early in that century.

33. Romanticism is specifically said to be

33–1 restricted to a particular period.
33–2 curiosity and the desire for beauty.
33–3 present in every period of history.
33–4 a movement toward naturalism.
33–5 characteristic of the eighteenth century. . . . . 33( )

34. The writer implies that, during the eighteenth century, naturalism in poetry

34–1 changed its form.
34–2 decreased.
34–3 disappeared entirely.
34–4 neither increased nor decreased.
34–5 increased. . . . . 34( )

35. John Carroll was evidently a

35–1 romanticist.
35–2 classical writer.
35–3 nineteenth-century writer.
35–4 conservative.
35–5 typical writer of the eighteenth century. . . . . 35( )

36. The writer's attitude toward romanticism appears to be one of

36–1 great enthusiasm.
36–2 criticism.
36–3 mild approval.
36–4 contempt.
36–5 lively curiosity. . . . . 36( )

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Go on to the next page.

I said that I preferred a safe horse to a fast one, a horse with no spirit whatever, a lame one, if he had such a thing. Inside of five minutes I was mounted and perfectly satisfied with my outfit. I had no time to label him "This is a horse" and so if the bystanders took him for a sheep I cannot help it. I could see that he had as many fine points as any man's horse and so I hung my hat on one of them behind the saddle. He went along peaceably enough but seemed absorbed in meditation. I said to myself, "This creature is planning some deviltry. No horse ever thought over a subject so profoundly as this one is doing just for nothing." The more this preyed on my mind, the more uneasy I became, until the suspense became unbearable and I dismounted to see if there was anything wild in his eye, for I had heard that a horse's eye is very expressive. I cannot describe what a load of anxiety was lifted from my mind when I found that he was only asleep.

37. The writer's attitude toward horses may be best described as one of
- 37–1 confidence.
- 37–2 sympathy.
- 37–3 hatred.
- 37–4 mistrust.
- 37–5 disgust. . . . . 37( )

38. We are led to believe that the horse mentioned in the passage
- 38–1 was very fat.
- 38–2 was difficult to manage.
- 38–3 had a very expressive eye.
- 38–4 was walking in his sleep.
- 38–5 was as good as most horses are. . . 38( )

39. Apparently the horse ridden by the writer was
- 39–1 very lame.
- 39–2 fine-looking but lazy.
- 39–3 bad-tempered.
- 39–4 thin and bony.
- 39–5 a very large animal. . . . . 39( )

40. The writer apparently wishes to give the impression that he
- 40–1 is a good horseman.
- 40–2 enjoys horseback riding when he has a safe horse.
- 40–3 knows a great deal about horses.
- 40–4 was riding on a beautiful horse.
- 40–5 avoids horseback riding whenever possible. . . . . 40( )

41. This anecdote may best be described as a
- 41–1 true story of an amusing incident.
- 41–2 plausible story.
- 41–3 complaint about the horse the writer rented.
- 41–4 warning to anyone who expects to rent a horse.
- 41–5 story that is not intended to be taken seriously. . . . . 41( )

– – – – – – – – – – – –

(1) The fundamental theory of the transmutatio
(2) metals is to be found in the writings of the Gr
(3) alchemists, although in details it was modified
(4) elaborated by the Arabs and the Latin alchemi
(5) Regarding all substances as being composed of
(6) primitive matter—the "prima materia"—and
(7) owing their specific differences to the presenc
(8) different qualities imposed upon it, the alche
(9) hoped, by taking away these qualities, to ob
(10) the "prima materia" itself, and then to get f
(11) it the particular substance he desired, usually si
(12) or gold, by the addition of the appropriate q
(13) ties. The "prima materia" was early identi
(14) with mercury, not ordinary mercury, but
(15) "mercury of the philosophers," which was
(16) essence or soul of mercury freed from the
(17) Aristotelian elements—earth, air, fire, and wat
(18) or rather from the qualities that they repres
(19) Thus the experimenter had to remove from
(20) nary mercury earth or an earthy principle,
(21) water or a liquid principle, and to fix it by ta
(22) away air or a volatile principle. The "p
(23) materia" thus obtained had to be treated
(24) sulfur or with sulfur and arsenic to confer up
(25) the desired qualities that were missing. This
(26) fur again was not ordinary sulfur, but some p
(27) ple derived from it, which constituted the phi
(28) pher's stone or elixir—white for silver and y
(29) or red for gold. This is briefly the doctrine
(30) the metals are composed of mercury and su
(31) which persisted in one form or another dow
(32) the seventeenth century.

42. The theory of transmutation was first stated in the writings of
- 42–1 medieval alchemists.
- 42–2 Arabian alchemists.
- 42–3 Greek alchemists.
- 42–4 Latin alchemists.
- 42–5 Aristotelian alchemists. . . . . 42(

43. The "prima materia" was thought to be
- 43–1 gold.
- 43–2 the essence of mercury.
- 43–3 the philosopher's stone.
- 43–4 fire.
- 43–5 sulfur. . . . . 43(

44. The ultimate object of transmutation was to
- 44–1 isolate the "prima materia."
- 44–2 make philosopher's mercury.
- 44–3 obtain metals in a pure state.
- 44–4 find the philosopher's stone.
- 44–5 obtain silver or gold. . . . . 44(

45. "Fix," as used in line 21, means
- 45–1 repair.
- 45–2 arrange.
- 45–3 stabilize.
- 45–4 correct.
- 45–5 alter. 45

Go on to the next

46. The writer indicates that the fundamental theory of transmutation is
46–1 a useful chemical principle.
46–2 correct in its basic principles.
46–3 no longer commonly accepted.
46–4 self-contradictory.
46–5 still the subject of extensive experiments. . . . . 46( )

47. To accomplish the transmutation of metals, it was considered necessary to
47–1 isolate the "prima materia" and treat it with some principle derived from sulfur.
47–2 treat gold or silver with sulfur or with sulfur and arsenic.
47–3 remove the earthy principle from sulfur.
47–4 treat the "prima materia" with earth, air, fire, and water.
47–5 mix gold and silver with the "prima materia." . . . . 47( )

48. The alchemists believed that all substances were composed of the "prima materia" plus
48–1 earth, air, and fire.
48–2 earth, air, and water.
48–3 qualities imposed upon it.
48–4 qualities removed from it.
48–5 mercury and sulfur. . . . . 48( )

49. The philosopher's stone was
49–1 sulfur.
49–2 a principle associated with sulfur.
49–3 silver or gold.
49–4 mercury and sulfur.
49–5 the "prima materia." . . . . 49( )

– – – – – – – – – – – –

Mrs. Patrick Campbell was seated at dinner one evening next to an amateur naturalist who was telling at great length about the remarkable organization of ant communities. "They have teams and working units with subdivisions of labor," he went on. "An ant community even has an army!"

"No navy, I suppose?" said Mrs. Campbell.

50. Mrs. Campbell's remark indicates that she
50–1 was curious about ants.
50–2 was tired of hearing about ants.
50–3 doubted the stories about ants.
50–4 was trying to be politely interested in ants.
50–5 wanted to see how much the naturalist really knew about ants. . . . 50( )

– – – – – – – – – – – –

The theory of surplus value is as follows: the value of any commodity (not to be confused with its price, which may or may not coincide with its value) is determined by the amount of socially necessary labor required to produce it, and this labor is measured by its duration. For a commodity to be transformed into another of greater value, there must be brought into action a unique kind of commodity, human labor power. This is paid for at its value (that is, the amount needed throughout the whole of society to enable workers to live, work, and reproduce their kind). Let us assume that the value of a worker's labor power is represented by four hours of labor. In four hours, therefore, he creates enough value to repay his wages. But he has contracted to work for eight hours. He therefore creates in the four remaining hours additional value. That additional value, known as surplus value, is appropriated by the owner of the means of production.

51. The writer definitely states that there is a distinction between
51–1 the cost of a commodity and its price.
51–2 labor power and the value of a commodity.
51–3 socially necessary labor and human labor power.
51–4 the value of a commodity and its price.
51–5 human labor power and machine labor power. . . . . 51( )

52. Surplus value is never created if
52–1 the value of a worker's labor power is less than the value he creates in four hours of work.
52–2 the value of the worker's labor power is the same as the value of the goods he produces.
52–3 the value of the goods the worker produces is greater than the value of his labor power.
52–4 the means of production are owned by the workers.
52–5 machines are used in place of human labor power. . . . . 52( )

53. To clarify his explanation, the writer makes use chiefly of
53–1 overstatement.
53–2 illustration.
53–3 analogy.
53–4 figures of speech.
53–5 imagery. . . . . 53( )

54. The writer's principal contention is that
54–1 surplus value created by the workers should be returned to them in wages.
54–2 workers should always produce more value than they receive in wages.
54–3 human labor power is unique.
54–4 socially necessary labor is measured in terms of its duration.
54–5 surplus value is created by workers. 54( )

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Go on to the next page.

In 1920, Bevin made an eleven-hour speech in support of the dockers' claim for better pay and working conditions. "You should become a lawyer," a famous lawyer said to him admiringly after the speech.

"No," said Bevin bluntly, "I can argue only when I am sincere."

55. Bevin's remark may best be described as

- 55–1 a modest statement.
- 55–2 evidence that the lawyer had misunderstood his speech.
- 55–3 a joke at the expense of the lawyer who spoke to him.
- 55–4 evidence that he disliked the lawyer who spoke to him.
- 55–5 a criticism of lawyers in general. . . 55( )

– – – – – – – – – – – –

(1) As happy an instance of futile classicism as can
(2) well be found, outside of the Far East, is the
(3) conventional spelling of the English language. A
(4) breach of the proprieties in spelling is extremely
(5) annoying and will discredit any writer in the eyes
(6) of all persons who are possessed of a developed
(7) sense of the true and beautiful. English spelling
(8) satisfies all the requirements of reputability under
(9) the law of conspicuous waste. It is archaic, cum-
(10) brous, and ineffective; its acquisition consumes
(11) much time and effort; failure to acquire it is easy
(12) of detection. Therefore it is the first and readiest
(13) test of reputability in learning, and conformity to
(14) its ritual is indispensable to a blameless scholastic
(15) life.

56. Which one of the following words, if substituted for "happy" in line 1, would convey most nearly the same meaning?

- 56–1 Amusing
- 56–2 Interesting
- 56–3 Good
- 56–4 Lucky
- 56–5 Pleasing . . . . . 56( )

57. How many requirements of the law of conspicuous waste are mentioned in the passage?

- 57–1 1
- 57–2 2
- 57–3 7
- 57–4 4
- 57–5 5 . . . . . 57( )

58. We may assume that the writer would be most heartily in favor of

- 58–1 teaching simplified spelling.
- 58–2 teaching the spelling of no words at all.
- 58–3 making conventional spelling a requirement for advanced students.
- 58–4 discarding the English classics.
- 58–5 conspicuous waste. . . . . 58( )

59. The writer apparently believes that the best examples of useless knowledge can be found

- 59–1 among writers.
- 59–2 in the study of the English language.
- 59–3 in the English classics.
- 59–4 in the Far East.
- 59–5 among persons who are possessed of a developed sense of the true and beautiful. . . . . 59(

60. "It" in line 12 refers to

- 60–1 conventional spelling.
- 60–2 "a developed sense of the true and beautiful" (lines 6–7).
- 60–3 "the requirements of reputability" (line 8).
- 60–4 "the law of conspicuous waste" (line 9).
- 60–5 "failure to acquire it" (line 11). . . 60(

* * * * * * * * *

(1) "Tell me," said Mrs. Benning, "weren't you wi
(2) an uncle of mine in Hongkong—Orvil Spiggert
(3) "Spiggy!" exclaimed the Colonel, beami
(4) gratefully and plunging into reminiscence. Tha
(5) heaven for colonels, thought Mrs. Benning; sw
(6) creatures, so easily entertained, so biddably
(7) verted from senseless controversy into comfortal
(8) monologue: there was nothing in the world
(9) restful as a really good English colonel. S
(10) nailed her smile to the mast, and reverted to c
(11) sideration of the pineapple on her plate and
(12) private life of the second footman. Jeremy caug
(13) her eye across the table. It seemed to her so
(14) times that the most important thing ab
(15) marriage was not a home or children or a rem
(16) against sin, but simply there being always an
(17) to catch.

61. The scene of this passage is apparently

- 61–1 on board ship.
- 61–2 at an army camp.
- 61–3 at a bridge table.
- 61–4 at a dinner table.
- 61–5 in a servants' hall. . . . . 61(

62. "Nailed her smile to the mast" in line 10 means that Mrs. Benning

- 62–1 stopped smiling at that point.
- 62–2 smiled in a painful, forced fashion.
- 62–3 felt that she would never smile again.
- 62–4 anticipated some really amusing remarks from the Colonel.
- 62–5 continued to smile automatically for some time. . . . . 62(

63. Mrs. Benning liked colonels because they were

- 63–1 such entertaining conversationalists.
- 63–2 willing to listen to her.
- 63–3 so easily managed.
- 63–4 so tactful.
- 63–5 so appreciative of small favors. . . 63(

Go on to the next pa

64. Jeremy is apparently Mrs. Benning's
64–1 footman.
64–2 son.
64–3 husband.
64–4 father.
64–5 lover. . . . . 64( )

65. The Colonel beamed at the mention of Orvil Spiggert chiefly because he
65–1 was glad to have something to talk about.
65–2 wanted to be pleasant to Mrs. Benning.
65–3 thought the nickname "Spiggy" was funny.
65–4 realized that he himself must be related to Mrs. Benning.
65–5 thought that he would not have to do more than listen to Mrs. Benning. 65( )

– – – – – – – – – – – –

(1) Dons are picturesque figures. Their fussy ways
(2) and their oddities, personal and intellectual, are
(3) as becoming to them as black feathers on a black-
(4) bird. Their minds are all gaunt pinnacles, closed
(5) gates, and little hidden gardens. A medieval
(6) tradition survives in their notion of learning and
(7) in their manner of life. Their politics are narrow
(8) and their religion dubious. There was always
(9) something slippery in the orthodoxy of scholastics,
(10) even in the Middle Ages. I should not call them
(11) collectors of useless knowledge, because what they
(12) pursue and insist on in little things is the shadow
(13) of something great; trifles make perfection and
(14) perfection is no trifle. Yet dry learning and much
(15) chewing of the cud take the place amongst them
(16) of the two ways men have of really understanding
(17) the world—science, which explores it, and sound
(18) wit, which estimates the value of science and of
(19) everything else.

66. The personal habits of dons are said to be
66–1 very much like those of ordinary people.
66–2 impossible for the writer to understand.
66–3 apt to make people dislike them.
66–4 in harmony with their characters.
66–5 not in keeping with their characters. 66( )

67. For dons, the writer seems to have a feeling mainly of
67–1 deep respect.
67–2 mild contempt.
67–3 hatred.
67–4 pity.
67–5 admiration. . . . . 67( )

68. Dons are said to be
68–1 hard to understand.
68–2 absorbed in seemingly unimportant details.
68–3 men of good judgment.
68–4 interested in science.
68–5 very strict in their religious beliefs. 68( )

69. The writer thinks that dons are very
69–1 depressing.
69–2 mysterious.
69–3 clever.
69–4 inconsistent.
69–5 old-fashioned. . . . . 69( )

70. "Wit," as used in line 18, most nearly means
70–1 judgment.
70–2 humor.
70–3 scholarship.
70–4 enjoyment.
70–5 knowledge. . . . . 70( )

– – – – – – – – – – – –

(1) I thought tamarinds were made to eat, but that
(2) was probably not the idea. I ate several and it
(3) seemed to me that they were rather sour that year.
(4) Soon they pursed up my lips till they resembled
(5) the stem end of a tomato, and I had to take my
(6) sustenance through a quill for twenty-four hours.
(7) They sharpened my teeth till I could have shaved
(8) with them and gave them a "wire edge" that I
(9) was afraid would stay; but a native said, "No, it
(10) will come off when the enamel does."

71. The main purpose of the writer is to
71–1 warn others against eating tamarinds.
71–2 recount the details of an unpleasant personal experience.
71–3 amuse the reader.
71–4 gain the reader's sympathy.
71–5 explain his own appearance. . . . 71( )

72. We may infer that the tamarinds eaten by the writer were
72–1 similar to tomatoes in appearance.
72–2 not ripe.
72–3 unusually sour for ripe tamarinds.
72–4 about as sour as most tamarinds.
72–5 good to eat. . . . . 72( )

73. The writer appears to have
73–1 eaten sweeter tamarinds many times previously.
73–2 eaten the tamarinds with a quill.
73–3 been a cautious person.
73–4 been traveling in a strange country.
73–5 confused the tamarinds with tomatoes. . . . . 73( )

74. The writer probably received the native's reply with
74–1 pleasure.
74–2 dismay.
74–3 disgust.
74–4 anger.
74–5 gratitude. . . . . 74( )

75. The writer's use of the word "probably" in line 2 is an example of
75–1 overstatement.
75–2 his careful regard for truth.
75–3 understatement.
75–4 his uncertainty.
75–5 contrast. . . . . 75( )

– – – – – – – – – – – –

Go on to the next page.

(1) "This bill," said Doncaster, "though it was
(2) rejected here, will make its way to the public, to
(3) the nation, to the remotest wilds of America; and
(4) however faulty or defective, it will at least mani-
(5) fest how eager I have been to make concessions
(6) intended to avert those storms that seem ready
(7) to burst on my country. I am not surprised that
(8) men who hate liberty should detest those who
(9) prize it, or that those who want virtue themselves
(10) should persecute those who possess it. The whole
(11) of your political conduct has been one continued
(12) series of weakness and servility. But I must
(13) allow you one merit, a strict attention to your own
(14) interests; in that view, who can wonder at your
(15) disapproval of any measure that must deprive you
(16) of your places and reduce you to that insignificance
(17) for which God and nature designed you."

76. By "storms" in line 6 the speaker means
- 76–1 insults.
- 76–2 hatreds.
- 76–3 natural forces.
- 76–4 troubles.
- 76–5 persecutions. . . . . 76( )

77. The bill referred to must be
- 77–1 conciliatory to the common people.
- 77–2 displeasing to the speaker.
- 77–3 unpopular with the common people.
- 77–4 selfish in its aims.
- 77–5 inconsistent. . . . . 77( )

78. "Want" in line 9 means
- 78–1 desire.
- 78–2 know.
- 78–3 need.
- 78–4 secure.
- 78–5 lack. . . . . 78( )

79. The speaker believes that his audience is composed of people who
- 79–1 are clever and cruel.
- 79–2 are unwilling properly to safeguard their own best interests.
- 79–3 prize personal liberty.
- 79–4 are not worthy of their present station in life.
- 79–5 wish to be virtuous. . . . . 79( )

80. In describing his audience, the speaker is
- 80–1 matter-of-fact.
- 80–2 contradictory.
- 80–3 friendly.
- 80–4 complimentary.
- 80–5 sarcastic. . . . . 80( )

81. The speaker believes that in their political policies the members of his audience have been
- 81–1 inconsistent.
- 81–2 unselfish.
- 81–3 farsighted.
- 81–4 successful.
- 81–5 wrong. . . . . 81( )

82. One of the main purposes of the speaker is to
- 82–1 urge the passage of the bill to which he refers.
- 82–2 explain the defeat of the bill to which he refers.
- 82–3 flatter the members of his audience.
- 82–4 analyze the bill to which he refers.
- 82–5 oppose the passage of the bill to which he refers. . . . . 82(

83. The opinions and actions of his audience were
- 83–1 surprising to the speaker.
- 83–2 of no consequence to the speaker.
- 83–3 favorable to the speaker.
- 83–4 anticipated by the speaker.
- 83–5 too complicated for the speaker to understand. . . . . 83(

– – – – – – – – – – – –

(1) Science gives its tone to modern culture. O
(2) may approve or one may deprecate the fact th
(3) this materialistic interpretation of things pervad
(4) modern thinking. That is a question of ta
(5) about which there is no disputing. The prevalen
(6) of this matter-of-fact inquiry as a feature of m
(7) ern culture, and the attitude that critics ta
(8) toward this phenomenon is chiefly significant
(9) indicating how far their own habit of mind co
(10) cides with the enlightened common sense of civ
(11) ized mankind. It shows in what degree they ke
(12) up with the advance of culture. Those in wh
(13) the savage predilection or the barbarian traditi
(14) is stronger than their habituation to civilized l
(15) will find that this dominant factor of modern lif
(16) perverse, if not calamitous; those whose habits
(17) thought have been fully shaped by the machi
(18) process and scientific inquiry are likely to fi
(19) it good.

84. We may infer that the writer's attitude toward modern science is one of
- 84–1 resignation.
- 84–2 indifference.
- 84–3 fear.
- 84–4 disapproval.
- 84–5 approval. . . . . 84(

85. According to the writer, there is no use disputing about
- 85–1 personal likes and dislikes.
- 85–2 the influence of materialism.
- 85–3 the benefits of modern science.
- 85–4 the desirability of modern culture.
- 85–5 the unanimous approval of modern science. . . . . 85(

86. The writer divides people into
- 86–1 six groups.
- 86–2 two groups.
- 86–3 three groups.
- 86–4 four groups.
- 86–5 five groups. . . . . 86(

Go on to the next pa

87. "This dominant factor" in line 15 refers to
- 87–1 the use of scientific method.
- 87–2 modern culture.
- 87–3 the disagreements among men.
- 87–4 the barbarian tradition.
- 87–5 the group of people who dislike science. . . . . 87( )

88. The writer apparently wishes us to conclude that
- 88–1 modern life is unsatisfactory.
- 88–2 the degree of a man's enlightenment may be judged by his reaction to the spreading influence of scientific method.
- 88–3 science is not the most important influence in the world.
- 88–4 the good effects of the widespread influence of science are admitted by everyone.
- 88–5 modern civilization has wholly eliminated man's savage instincts. . . . 88( )

89. According to the writer, people who dislike the influence of science in the modern world are those who
- 89–1 think that science is barbarous.
- 89–2 are usually pessimistic.
- 89–3 do not keep up with the advance of culture.
- 89–4 feel that it destroys religious values.
- 89–5 do not know what changes it has already brought about. . . . . 89( )

90. "That" in line 4 refers to
- 90–1 the fact that scientific method is the basis of modern thinking.
- 90–2 approval or disapproval of "the fact" (line 2).
- 90–3 the fact (line 2).
- 90–4 this materialistic interpretation of things (line 3).
- 90–5 modern thinking (line 4). . . . . 90( )

* * * * * * * * *

Do not go on to the next test until you are told to do so.

Number wrong	0–2	3–6	7–10	11–14	15–18	19–22	23–26	27–30	31–34	35–38	39–42	43–46	47–50	51–54	55–58	59–62	63–66	67–70	71+
Amount to be subtracted	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Speed of Comprehension Score

Total number right_____

Subtract_____
(See table above)

Raw Score = Difference_____

Scaled Score_____
(See table on key)

Level of Comprehension Score

Number of *completed* scales_____
(1 if last item marked is 30, 31, ··· 59;
2 if last item marked is 60, 61, ··· 89;
3 if last item marked is 90)

Number right_____
(on *completed* scales only)

Subtract_____
(Look up in table at left amount to be subtracted corresponding to the number wrong on *completed* scales)

Raw Score = Difference_____

Scaled Score_____
(See table on key under column corresponding to number of scales *completed*)

MECHANICS OF EXPRESSION

PART I: GRAMMATICAL USAGE

(15 minutes)

Directions: Read each sentence and decide whether there is an error in usage in any of the **underlined** parts of the sentence. If so, note the number printed under the **wrong** word or phrase, and put this number in the parentheses at the right. If there is **no** usage error in the sentence, put a zero (0) in the parentheses.

No sentence has more than one error, and some sentences do not have any errors. The sentences are to be judged on the basis of suitable usage for general written English.

Samples:

8. He says that he ain't coming home with us today. . . . . 8(2)
   1 2 3 4

In this sentence, ain't is wrong. The number printed below this word, 2, is therefore written in the parentheses.

9. She isn't ready to go home. . . . . 9(0)
   1 2 3

In this sentence, there is no error in any of the underlined words. A zero is therefore written in the parentheses.

---

1. They reached the river early in the afternoon, but the weather was so bad that they decided to camp where
   1 (1) 2 (6) 0 Didn't
   they was and wait until morning to cross the river. . . . . 1(Try)
   ③ (101) 4 (1) (1)

2. I went into the dining room and set down at a table in the corner so as to be as inconspicuous as possible. . 2( )
   1 (3) ② (98) 3 (2) 4 (1) (6)

3. One year, when Arthur's family couldn't afford no vacation, the boy decided that it would be interesting
   1 (4) ② (93) 3 (0)
   to plan a trip, even if he couldn't carry out his plans. . . . . 3( )
   4 (0) (13)

4. If they had of started earlier, they would have arrived before noon and thus would have avoided the mid-
   ① (99) 2 (0) 3 (0) 4 (5) (6)
   day heat. . . . . 4( )

5. Even when the warm weather came, us children were never allowed to play in the street. . . . . 5( )
   1 (1) ② (91) 3 (0) 4 (0) (18)

6. Most of the state associations have adopted resolutions declaring theirselves in favor of the amendment. . 6( )
   1 (1) 2 (0) ③ (93) 4 (0) (15) (1)

7. If we had told them we were confident of winning, they would of laughed at us. . . . . 7( )
   1 (10) 2 (1) 3 (2) ④ (71) (25) (1)

8. More than two million people have visited the building annually since it become an aquarium nearly fifty
   1 (4) 2 (0) ③ (83)
   years ago. . . . . 8( )
   4 (1) (22)

9. He admits that some revision of the law would be desirable, but he don't approve of the amendments that
   1 (0) 2 (0) ③ (103) 4 (4) (3)
   have been suggested. . . . . 9( )

10. His father refused to let him return to college without he promised to study harder than he did last year. . 10( )
    1 (0) ② (93) 3 (4) 4 (1) (6)

11. We heard someone approaching our camp, but could not tell whom it was until the visitor reached the
    1 (1) ② (73) 3 (1) 4 (1)
    edge of the clearing. . . . . (33) (1)

12. It is probable that he learned more in school than his classmates, but since then, unfortunately, he seems
    1 (4) 2 (7)
    to have forgotten more than them. . . . . 12( )
    3 (0) ④ (54) (42) (3)

13. His hair has become whiter and thinner since the last time I seen him, more than four years ago. . . . 13( )
    1 (6) 2 (0) ③ (86) 4 (9) (9)

14. According to the stories of the old West, it was the custom never to ask a newcomer whom he was or
    1 (0) 2 (2) ③ (72)
    where he came from. . . . . 14( )
    4 (1) (34) (1)

Go on to the next page.

15. The first men to fly in a heavier-than-air machine was the Wright brothers, whose historic feat was performed in 1903. . . . . (130)

16. Most of the Congressmen agree with the President in this matter, and both he and them will have the support of the people in opposing the project. . . . . 16((22)

17. According to the report, it was feared the plane might have came down in the sea off the east coast. . . 17((21)

18. The next year, our father decided that it would do no harm for we older girls to lose a month or two of school, if the time was occupied usefully. . . . . 18((11)

19. The island, which is only about four mile long, lies near the mainland of Asia Minor. . . . . 19((23)

20. For the sake of argument, let's us suppose that it would be possible to obtain their cooperation. . . . 20((9)

21. Shortly after his arrival, he telephoned to Mr. Fields, who he had known when he was in college. . . . 21((29)

22. During his term as President, thousands of appeals for pardon were received by Lincoln from soldiers which had got into trouble. . . . . 22((51)

23. This knight had a wife who was even more heroic than him, for she twice rescued her husband from imprisonment. . . . . 23((11)

24. Although no intercollegiate games are played, everyone in the college take part in intramural athletics. . 24((18)

25. It was already half past eleven, and the girls in the kitchen had not yet began to prepare dinner for the travelers who were staying at the inn. . . . . 25((28)

26. She carried herself with such easy grace that you would of sworn she was a dancer. . . . . 26((29)

27. She really ought to let you take that part in the play, for it suits you better than she. . . . . 27((2)

28. A copy of the Student's Handbook was given to each of the new students, most of who were freshmen. . 28((31)

29. In the new army barracks, every man has their own cot and locker and sergeants have individual rooms. . 29((23)

30. Recent shipments of fruit have been exceptionally small on account of it has been difficult to obtain refrigerated cargo space. . . . . 30((34)

31. The old fishermen's face was furrowed with wrinkles and so covered with bristling black beard that his eyes beneath there bushy eyebrows looked like lamps seen through a maze of jungle. . . . . 31((18)

32. When the letter finally arrived, I was so excited about the news it brought that I couldn't hardly keep from telling the family about it. . . . . 32((12)

33. Although there wasn't time to discuss all the details, he explained to us the principal points of the plan and promised to leave us know about further developments. . . . . 33((21)

34. Roger insisted that he was well enough to continue the journey, but I thought he looked very weak. . 34((82)

Go on to the next pa

35. If the rooms would have been larger, they would have liked the apartment very well, for there was
plenty of sunshine and air. . . . . 35( )
(68)(5)

36. The sky was a deep sapphire blue without scarcely a cloud to hide the twinkling stars. . . . . 36( )
(32)(3)

37. He was firmly convinced that there was some good reason for their refusing to take part in the program. . 37( )
(67)(7)

38. The fortified town reminded us of the Middle Ages, when the people use to live in feudal isolation. . 38( )
(23)(8)

39. El Salvador, in Central America, exceeds all other countries in the number of volcanoes that has erupted
in modern times. . . . . 39( )
(18)(11)

40. One of the most difficult problems involved in the recovery of tin from used tin cans are the economical
collection of the cans in usable condition. . . . . 40( )
(34)(13)

41. It is very difficult to carry out the work efficiently under these kind of conditions. . . . . 41( )
(27)(17)

42. It is their opinion that, under the existing circumstances, we hadn't ought to interfere. . . . . 42( )
(9)(19)

43. Mr. Johnson and his two sons were obviously enjoying the circus; in fact, it was hard to tell whether
Tommy, his brother Dick, or their father were having the most fun. . . . . 43( )
(33)(22)

44. The estate had been on the market for several years, but neither buyers or renters could be found. . . 44( )
(33)(22)

45. There is no doubt that the course of recent events have given added weight and interest to this book. . 45( )
(35)(28)

46. From the hillside, I could see innumerable lights twinkling along the coast, like one of the stars had fallen
to earth and split into countless glowworms. . . . . 46( )
(43)(32)

47. Only a few chapters of this new book about Africa are devoted to those parts of the continent that are
relatively familiar to we stay-at-homes. . . . . 47( )
(10)(33)

48. He is more likely to give the responsibility to someone who he is sure he can trust. . . . . 48( )
(29)(39)

49. A less conscientious man, tempted by the rewards offered, might have forgotten his principles and acted
different. . . . . 49( )
(33)(48)

50. The country is relatively undeveloped, and a good deal of foreign capitol will be necessary in building
up its industries. . . . . 50( )
(25)(49)

51. She was one of those people who seems to move through life with a spotlight focused on them. . . . . 51( )
(9)(53)

52. She first learned of Mr. Miller's plans later in the evening, when she overheard a conversation between
his sister and him. . . . . 52( )
(34)(55)

53. The next year, our parents sent my brothers and me to our grandfather's farm for the summer. . . . . 53( )
(34)(59)

54. In past years the average number of ballots cast in village elections have been between 700 and 800, but
this year more than 1000 voters went to the polls. . . . . 54( )
(31)(66)

Go on to the next page.

55. The National Forest Research Commission has recommended that the government provide for the acquisition of several million acres of private-owned forest land. . . . . .55(

56. While the questions now being considered by Congress are important, there remains many other problems which should also receive careful attention. . . . . .56(

57. Several of the students are planning to join the air force at the end of the term, and a number of graduates of the school are all ready in military service. . . . . .57(

58. The commission says that its efforts to affect reductions in gas and electric rates have met with little success. . . . . .58(

59. When I told him that I really ought not to take the risk, he only laughed and told me not to take things too serious. . . . . .59(

60. This law forbids a teacher or any other employee of the Board of Education from holding more than one position in the public school system. . . . . .60(

PART II

PUNCTUATION AND CAPITALIZATION

(15 minutes)

Directions: In the passages below, at each place where there is a number below the line of text, decide what punctuation, if any, is needed there. At the right of that line, in the group numbered to correspond to the place in the text, locate the punctuation you consider correct for that place. ("N" means "no punctuation.") Write the **number** of the correct choice in the parentheses at the right, as in the sample.

Sample:

8–1 N
8–2 ,
8–3 ; .....8(*1*)

We came home yesterday
8 9

9–1 N
9–2 .
9–3 ? .....9(*2*)

In the sample, at the place in the sentence marked 8, no punctuation is required. "N," meaning "no punctuation," is choice 1, so you would write 1 in the parentheses, as shown above. At the place marked 9, a period is needed. The period is choice 2, so you would write 2 in the parentheses.

The crew of a merchant ship
1

1–1 N
1–2 , ...1( )

its hull pierced below the
2

2–1 N
2–2 t's
2–3 ts' .....2( )

waterline told the story today
3

3–1 N
3–2 ,
3–3 ; .....3( )

of their race for the harbor
4

4–1 N
4–2 , ...4( )

after a collision with a
5

5–1 N
5–2 , ...5( )

submarine. The two vessels

collided as the submarine
6

6–1 N
6–2 ,
6–3 ; .....6( )

came to the surface. Water

poured into the merchant

ships engine room they
7 8

7–1 N
7–2 p's
7–3 ps' .....7( )

said but the hole was
9

8–1 N
8–2 , ...8( )

plugged with rags lumber
10

9–1 N
9–2 , ...9( )

and paper.

10–1 N
10–2 , ...10( )

Go on to the next page

Soon after the civil war started in Spain, the heir to the throne Prince Juan
11 12
tried to enlist in General Francos forces Franco re-
13 14
jected Don Juans offer on
15
the ground that his life
16
might some day be too precious for Spain to risk
17
its loss on the battlefield.

* * * * *

"Its not the difficulty
18
of carrying out the pro-
ject Uncle Howard ex-
19
plained to me nor my
20

11–1	N	10
11–2	,	85
11–3	. ..... 11(	12)
		3
12–1	N	9
12–2	, ... 12(	98)
		3
13–1	N	26
13–2	o's	54
13–3	os' ..... 13(	29)
		1
14–1	N	13
14–2	,	12
14–3	. ..... 14(	84)
		1
15–1	N	25
15–2	n's	59
15–3	ns' ..... 15(	25
		1
16–1	N	42
16–2	,	51
16–3	: ..... 16(	16)
		1
17–1	N	84
17–2	, ... 17(	25)
		1

18–1	N	12
18–2	t's	89
18–3	ts' ..... 18(	7)
		2
19–1	.	13
19–2	,"	82
19–3	."	5
19–4	" ..... 19(	7)
		2
20–1	N	28
20–2	,"	62
20–3	."	13
20–4	" ..... 20(	6)
		3

friends almost unanimous
21 22 23
disapproval that makes me
hesitate but rather my
24
own doubts about the use-
25
fulness of the results
26

* * * * *

The fact remains said
27 28
Adams that the books a
29 30
best-seller today. Its been
31
translated into several lan-
guages Im told
32 33 34

21–1	N	51
21–2	d's	30
21–3	ds' ..... 21(	26)
		3
22–1	N	82
22–2	, ... 22(	27)
		1
23–1	N	69
23–2	, ... 23(	35)
		6
24–1	N	6
24–2	,	78
24–3	; ..... 24(	24)
		2
25–1	N	79
25–2	t's	19
25–3	ts' ..... 25(	10)
		2
26–1	N	3
26–2	.	67
26–3	." ..... 26(	39)
		1
27–1	N	16
27–2	" ..... 27(	93)
		1
28–1	N	5
28–2	,	21
28–3	,"	72
28–4	."	2
28–5	" ..... 28(	10)
		1
29–1	N	2
29–2	,	55
29–3	,"	43
29–4	."	3
29–5	" ..... 29(	6)
		1
30–1	N	41
30–2	k's	48
30–3	ks' ..... 30(	18)
		3
31–1	N	21
31–2	t's	68
31–3	ts' ..... 31(	19)
		2
32–1	N	15
32–2	, ... 32(	93)
		2
33–1	N	2
33–2	I'm	106
33–3	Im' ..... 33(	1)
34–1	N	31
34–2	.	44
34–3	." ..... 34(	33)
		2

Go on to the next page.

Gone With the Wind, which is in its fourth week at this theater has broken all attendance records. Those who have not yet seen the film may still do so for the pic-

35-① N 35
35-2 t's 44
35-3 ts' .....35(27)
4

36-1 N 34
36-② , 58
36-3 ; .....36(11)
7

37-① N 61
37-2 , ...37(44)
5

38-① N 37
38-2 , ...38(64)
9

39-1 N 30
39-② , ...39(69)
11

ture will continue to be shown for several more days.

40-① N 87
40-2 , ...40(10)
13

41-① N 78
41-2 y's 12
41-3 ys' .....41(8)
12

* * * * *

The farmers are asking for a reasonably profitable price for dairy products pork and poultry.

42-① N 44
42-2 , ...42(53)
13

43-① N 73
43-2 , ...43(24)
13

44-① N 61
44-2 , ...44(33)
16

45-1 N 11
45-② , ...45(82)
17

Directions: In the passages below, study each word that has a number printed under it, and decide whether the wor should be capitalized. If you think the word should be capitalized, write *C* in the parentheses at the right opposi the number of the word; if you think the word should be written with a small letter, write *s* in the parentheses opposi the number of the word. Some words which should be capitalized do not have numbers under them. Do not wor about such words. You are to be concerned only with the numbered words.

Sample:
His name is henry. 8(*s*)
8 9 9(*C*)

	C	s	O
The publishers promise a book	1(85)	5	20
entitled "the life and times of	2(10)	80	20
saint patrick" for publication in	3(80)	8	22
march, in time for st. patrick's	4(3)	83	24
day.	5(78)	6	26
The yankee clipper is scheduled	6(51)	28	31
to leave la guardia field at eleven	7(77)	4	29
o'clock thursday morning, with	8(70)	10	30
twenty-two passengers for lisbon,	9(33)	46	31
portugal. among those making the	10(73)	7	30
trip will be the sister of the	11(76)	1	33
french ambassador and two british	12(67)	7	36
doctors.	13(6)	65	39
	14(60)	11	39
	15(16)	55	39

	C	s
"There wasn't any summer at	7	16(61)
all in the year 1816," my grand-	10	17(58)
father told me. "there was frost	12	18(55)
or snow every month of the year	55	19(12)
as far south as the Ohio river."	14	20(51)
Old uncle Billy is the town's	44	21(20)
last surviving civil war veteran.	17	22(46)
He served as a bugler with		
general Grant during the final	54	23( )
year of the war, and was with		
the union leader at Appomattox	31	24(26)
when general Lee surrendered.		

Go on to the next par

PART III: SPELLING

(10 minutes)

Directions: In each of the items below, a word is spelled in two ways. Choose the correct spelling of the word, and put its **number** in the parentheses at the right, as in the samples. In a few items, both spellings given may be wrong. If neither spelling is correct, the space for that item should be left blank.

Samples:

0–1 speling
0–2 spelling.....0(*2*)

0–1 right
0–2 rihgt.....00(*1*)

1–1 coming 100
1–2 comeing.....1(9)

2–1 singuler 6
2–2 singular.....2(103)

3–1 ability 104
3–2 abilaty.....3(5)

4–1 friend 103
4–2 freind.....4(6)

5–1 agraculture 3
5–2 agriculture...5(106)

6–1 commitee 54(28)
6–2 comittee.....6(28)

7–1 career 93
7–2 carreer.....7(14)

8–1 truly 97
8–2 truely.....8(12)

9–1 encyclapedia 6
9–2 encyclopedia .9(100)

10–1 temperture 14
10–2 temperature.10(94)

11–1 riegn 18
11–2 reign.....11(80)

12–1 inscinuate 14
12–2 insinuate....12(94)

13–1 biscuit 96
13–2 biscut.....13(12)

14–1 welfair 23(32)
14–2 wellfare.....14(55)

15–1 litterature 6
15–2 literature...15(103)

16–1 difficult 98
16–2 dificult.....16(11)

17–1 destroy 89
17–2 distroy.....17(18)

18–1 testamony 17
18–2 testimony...18(86)

19–1 aquire 11
19–2 acquire.....19(93)

20–1 usualy 6
20–2 usually.....20(102)

21–1 mysterous 13
21–2 mysterious..21(93)

22–1 ackward 11
22–2 awkward....22(94)

23–1 divide 100
23–2 devide.....23(5)

24–1 medicine 95
24–2 medecine...24(10)

25–1 canidate 20
25–2 candidate...25(82)

26–1 yield 85
26–2 yeild.....26(21)

27–1 proffessor 41(21)
27–2 professer....27(48)

28–1 exeptional 11
28–2 exceptional..28(89)

29–1 recollection 98
29–2 recolection..29(6)

30–1 voluntary 76
30–2 volentary...30(22)

31–1 representative 92
31–2 representitive 31(12)

32–1 abundance 85
32–2 abundence..32(16)

33–1 endevor 27
33–2 endeavor....33(59)

34–1 autherize 7
34–2 authorize...34(92)

35–1 piece 87
35–2 peice.....35(15)

36–1 tendancy 18
36–2 tendency....36(83)

37–1 pursuade 34
37–2 persuade....37(58)

38–1 baloon 5
38–2 balloon.....38(96)

39–1 comparision 18
39–2 comparison..39(78)

40–1 performance 85
40–2 performence.40(12)

41–1 aluminum 82
41–2 alluminum..41(15)

42–1 utencil 16
42–2 utensil.....42(69)

43–1 receive 63
43–2 recieve.....43(34)

44–1 suffacate 34
44–2 suffocate....44(55)

45–1 familiar 79
45–2 familar.....45(19)

46–1 aparent 13
46–2 apparent....46(80)

47–1 stratagy 27
47–2 strategy....47(60)

48–1 absence 69
48–2 absense.....48(24)

49–1 ommission 30
49–2 omission....49(59)

50–1 convience 16
50–2 convenience.50(76)

51–1 disappoint 75
51–2 dissapoint...51(15)

52–1 possession 61
52–2 posession...52(26)

53–1 antiseptic 54
53–2 antesceptic..53(33)

54–1 adviseable 32
54–2 advisable...54(55)

55–1 annonymous 24
55–2 anonymous..55(61)

56–1 acelerator 30
56–2 accelerator..56(51)

57–1 competent 35
57–2 competant..57(47)

58–1 iridescent 11
58–2 irredescent..58(60)

59–1 sacrilegious 32
59–2 sacreligious..59(39)

60–1 prefered 27
60–2 preferred....60(60)

If you finish this test before the time is up, you may *not* go back to the Reading Comprehension Test. Do not go on to the next test until you are told to do so.

Number wrong	0 1	2 4	5 7	8 10	11 13	14 16	17 19	20 22	23 25	26 28	29 31	32 34	35 37	38 40	41 43	44 46	47 49	50 52	53 55	56 58	59 61	62 64	65 67	68 70	71 73	74 76
Amount to be subtracted	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

77 79	80 82	83 85	86 88	89 91	92 94	95 97	98 100	101 103	104 106	107 109	110 112	113 115	116 118	119 121	122 124	125 127	128 130	131 133	134 136	137 139	140 +
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47

Number right_____

Subtract_____
(See table at left)

Raw Score = Difference_____

Scaled Score_____
(See table on key)

EFFECTIVENESS OF EXPRESSION

PART I: SENTENCE STRUCTURE AND STYLE

(15 minutes)

Directions: Different versions of each passage of prose are given in the two columns below. In this part of the tes you will be asked to choose the better version of each section, and to answer certain questions about the section First, read quickly through Column 1 of the passage to get the meaning of the whole passage. Then read the directio below.

	Column 1	Column 2
A	A-1: A boy has many hard problems to deal with; for example, there is the difficult task of getting the whole world into your head.	A-2: An example of the many hard problems a boy must deal with, the difficult task of getting the whole world into your head.
B	B-1: You have to make a picture of it, and that is easy, but it must correspond with the world outside, but that keeps changing.	B-2: You have to make a picture of it; that's easy, but the picture has to correspond somewhat with the world outside, which keeps changing.
C	C-1: You succeed in picturing the sun going around the earth; then you suddenly learn something more, and are forced to picture the earth whirling around the sun. This means a complete readjustment.	C-2: Having the sun going around the earth, something more is suddenly learned and the earth must be pictured whirling around the sun, necessitating a complete readjustment.
D	D-1: At one time I thought the earth was flat, I had to put China and the Far East to the west of me, this was not an easy task for a boy.	D-2: I remember how, when I thought the earth was flat, I had to put China and the Far East to the west of me—no easy task for a boy.
E	E-1: I did accomplish that, but shortly after, I studied a book which made the earth round like an orange. China's location again was made uncertain to me.	E-2: Then, when I had accomplished that, I studied a book which made the earth round like an orange. Where was one to put China then?

Compare the two different versions of each lettered section as given in Columns 1 and 2 above, and answer each the following questions by putting the number of the correct choice in the parentheses at the right.

A. Section **A** is better expressed in
- A-1 Column 1. 66
- A-2 Column 2. . . . . A(44)

a. The **inferior** version of Section **A** is poor because
- a-1 it lacks emphasis. 37
- a-2 two separate sentences are punctuated as if they were a single sentence. 35
- a-3 it is not a complete sentence. 11
- a-4 the vocabulary is inappropriate. a(26) 1

B. Section **B** is better expressed in
- B-1 Column 1. 19
- B-2 Column 2. . . . . B(91)

b. In the **inferior** version of Section **B**,
- b-1 parallel structure has not been used in expressing parallel ideas. 22
- b-2 there are too many clauses connected by "and" or "but." 54
- b-3 a modifier is wrongly placed. 10
- b-4 two separate sentences are punctuated as if they were a single sentence. . . . . b(20) 4

C. Section **C** is better expressed in
- C-1 Column 1. 75
- C-2 Column 2. . . . . C(34) 1

c. In the **inferior** version of Section **C**,
- c-1 an incomplete sentence is punctuated as if it were a complete sentence. 20
- c-2 there is a dangling participle. 28
- c-3 a modifier is wrongly placed. 14
- c-4 the vocabulary is less dignified than in the other version. . . . c(40) 2

D. Section **D** is better expressed in
- D-1 Column 1. 68
- D-2 Column 2. . . . . D(40) 2

d. The **inferior** version of Section **D** is poor because
- d-1 several independent clauses are separated only by commas. 4
- d-2 an adverbial phrase is used at the beginning of the sentence.
- d-3 the word order is incorrect. 2
- d-4 an important thought element is expressed in a dependent clause. d(2 1

E. Section **E** is better expressed in
- E-1 Column 1. 6
- E-2 Column 2. . . . . E(4 1

e. In the **better** version of Section **E**, emphasis is gained by
- e-1 using a picturesque figure of speech. 3
- e-2 varying the type of sentence used. 4
- e-3 using longer words.
- e-4 varying the vocabulary used. . . e(2

Go on to the next pa

Column 1	Column 2
F–1 A method of testing and grading samples of wool that has been in use for centuries is the visual method, and experts have always disagreed.	F–2 For centuries samples of wool have been tested and graded by the visual method—and experts have disagreed through all these centuries.
G–1 What one appraiser saw and felt in a bit of uncleaned fleece was not always what another saw.	G–2 Different appraisers seeing and feeling something different in a bit of uncleaned fleece.
H–1 The United States Treasury Department has now officially adopted a new means of testing wool. This is a mechanical-chemical-photographic method. It is a means of testing wool imports whereby their freedom from grease, dirt, burrs, etc., is determined by the new method.	H–2 Now the United States Treasury Department has officially adopted a mechanical-chemical-photographic means of testing wool imports for their freedom from grease, dirt, burrs, etc.
I–1 In the laboratory, dust, grease, and other impurities are removed by chemicals, burrs, seeds, etc., are not so removed.	I–2 In the laboratory, chemicals remove the dust, grease, and all other impurities, except burrs, seeds, etc.
J–1 Another chemical bath makes the vegetable matter highly visible when photographed, while the wool itself does not show on the photographic plate.	J–2 This vegetable matter is made highly visible when photographed by another chemical bath, while the wool does not show on the photographic plate itself.

ompare the two different versions of each lettered section as given in Columns 1 and 2 above, and answer each of ıe following questions by putting the number of the correct choice in the parentheses at the right.

F. Section **F** is better expressed in
F–1 Column 1. 52
F–2 Column 2. . . . . F(56)
2

f. The **better** version of Section **F** is superior because
f–1 the two main clauses are effectively balanced. 47
f–2 there is less repetition of words. 35
f–3 the sentence begins with the subject. 5
f–4 the use of a subordinate descriptive clause is more appropriate. . f(19)
4

G. Section **G** is better expressed in
G–1 Column 1. 66
G–2 Column 2. . . . . G(40)
4

g. The **inferior** version of Section **G**
g–1 is not effectively expressed because of poor word order. 32
g–2 is less concise than the better version. 19
g–3 shows monotonous repetition of structure. 12
g–4 is not a complete sentence. . . . g(39)
8

H. Section **H** is better expressed in
H–1 Column 1. 39
H–2 Column 2. . . . . H(66)
5

h. In the **better** version of Section **H**,
h–1 the connecting words are more appropriate. 11
h–2 the idea is expressed more completely and accurately. 43
h–3 greater emphasis is achieved by the use of independent clauses. 8
h–4 the idea is expressed more briefly and directly. . . . . h(38)
10

I. Section **I** is better expressed in
I–1 Column 1. 29
I–2 Column 2. . . . . I(74)
7

i. The **inferior** version of Section **I** is poor chiefly because
i–1 parallel structure is not used. 13
i–2 an incomplete sentence is incorrectly used. 21
i–3 the word order makes the sentence less emphatic. 38
i–4 two sentences are punctuated as if they were a single sentence. . i(27)
11

J. Section **J** is better expressed in
J–1 Column 1. 65
J–2 Column 2. . . . . J(35)
10

j. In the **inferior** version of Section **J**,
j–1 an incomplete sentence is incorrectly used. 8
j–2 there is a dangling participle. 10
j–3 the meaning is not clear because of poor word order. 50
j–4 the sentence is too wordy and repetitious. . . . . j(21)
21

Go on to the next page.

Directions: Read each of the following groups carefully; then decide which one of the four choices in each group expressed most satisfactorily, and put the **number** of this best choice in the parentheses at the right of the group.

1–1 Late in the afternoon we decided to pitch camp. Thinking by this time that we had safely escaped all the dangers that had threatened us and that no new accidents could happen.
1–2 Thinking that by this time we had safely escaped all the dangers that had threatened us and that no new accidents could happen, so a decision was made by us that we should pitch camp.
1–3 We decided, late in the afternoon, to pitch camp, thinking by this time to have safely escaped all the dangers that had threatened us and we were pretty sure that no new accidents could happen.
1–4 Late in the afternoon we decided to pitch camp, thinking that by this time we had safely escaped all the dangers which threatened us and that no new accidents could happen. . . . . 1( )

2–1 After locking the door, Walter climbed the creaking stairs to the upper story, felt his way along the dark hall to his room, and flung himself down on the bed in desperation.
2–2 Walter locked the door and he climbed the creaking stairs to the upper story. He felt his way along the dark hall to his room. He flung himself down on the bed in desperation.
2–3 Locking the door, Walter climbed the creaking stairs to the upper story, feeling his way along the dark hall to his room, and flinging himself down on the bed in desperation.
2–4 After locking the door, and climbing the creaking stairs to the upper story, and feeling his way along the dark hall to his room, Walter flung himself down on the bed in desperation. . . . . 2( )

3–1 The most promising student in our college is a sixteen-year-old boy, who is exceptionally gifted, industrious, has ambition, and shows good manners.
3–2 The most promising student in our college is a sixteen-year-old boy who is exceptionally gifted, industrious, ambitious, and well-mannered.
3–3 A sixteen-year-old boy is the most promising student in our college, he is exceptionally gifted, industrious, has ambition, and good manners.
3–4 A sixteen-year-old boy in our college is the most promising student. Who is exceptionally gifted, industrious, ambitious, and well-mannered. . . . . 3( )

4–1 The roller-skating rink continuing in operation throughout the summer, an air-conditioning unit will be installed in it when the weather gets too warm for comfort.
4–2 When the weather gets too warm for comfort, there will be an air-conditioning unit installed in the roller-skating rink. It will continue in operation throughout the summer.
4–3 There will be an air-conditioning unit installed in the roller-skating rink, which will continue in operation throughout the summer, when the weather gets too warm for comfort.
4–4 The roller-skating rink will continue in operation throughout the summer; when the weather gets too warm for comfort, an air-conditioning unit will be installed. . . . . 4( )

PART II—ACTIVE VOCABULARY

(10 minutes)

Directions: Each sentence below describes a certain word. The number in parentheses shows how many letters the are in the word. You are to think of the exact word which best fits the sentence and find its **first letter** among t choices given below the sentence. Put the **number** of this initial letter in the parentheses at the right.

Do not spend too much time on any one item; if you cannot think of the right word, go on to the next item.

Sample:

0. The thin cutting part of an instrument, as of a knife or sword, is called its –(5)–.
0–1 A
0–2 B
0–3 C
0–4 D
0–5 E . . . . . 0(*2*)

The 5-letter word referred to in the sample sentence is "BLADE." The first letter of the word, **B**, is choice **2**. The number **2** has therefore been written in the parentheses.

1. The piece of wood or metal fastened to a ship's stern, by means of which the ship can be made to turn to the right or left, is called the –(6)–.
1–1 O
1–2 P
1–3 Q
1–4 R
1–5 S . . . . . 1( )

2. An adjective meaning slight wet, or moist, is –(4)–.
2–1 C
2–2 D
2–3 E
2–4 F
2–5 G . . . . . 2( )

3. The name of a person, writt with his own hand, is called h –(9)–.
3–1 P
3–2 Q
3–3 R
3–4 S
3–5 T . . . . . 3( )

Go on to the next pag

A person who takes the attitude that all events are determined by necessity or destiny may be called a –(8)–.

4–1	B	11
4–2	C	13
4–3	D	17
4–4	F	7
4–5	G . . . . . 4(	7)
		55

A person who goes before, preparing the way for others, or an early settler in a new country, is a –(7)–.

5–1	M	17
5–2	N	6
5–3	P	63
5–4	Q	2
5–5	R . . . . . 5(	7)
		15

The sound of a set of bells, musically tuned, is called a –(5)–.

6–1	C	54
6–2	D	8
6–3	E	3
6–4	F	3
6–5	G . . . . . 6(	7)
		35

A cruel killing of a large number of human beings may be called a –(8)–.

7–1	J	6
7–2	K	4
7–3	L	10
7–4	M	67
7–5	N . . . . . 7(	3)
		20

A verb meaning to throw away, to cast off as useless, is –(7)–.

8–1	B	8
8–2	C	14
8–3	D	43
8–4	E	5
8–5	F . . . . . 8(	7)
		33

An adjective meaning rough, violent, noisy, but not bad-tempered, is –(10)–.

9–1	A	15
9–2	B	27
9–3	C	12
9–4	D	17
9–5	E . . . . . 9(	6)
		33

An adjective meaning unexpected or hasty is –(6)–.

10–1	S	43
10–2	T	16
10–3	U	12
10–4	V	3
10–5	W . . . . . 10(	2)
		34

Arbitrary and despotic exercise of power is called –(7)–.

11–1	S	12
11–2	T	23
11–3	U	8
11–4	V	9
11–5	W . . . . . 11(	10)
		48

12. A tooth on the rim of a wheel is called a –(3)–.

12–1	C	16
12–2	D	10
12–3	F	12
12–4	G	14
12–5	H . . . . . 12(	20)
		38

13. The obligatory enrollment of men for military or naval service is called –(12)–.

13–1	B	15
13–2	C	16
13–3	F	16
13–4	G	11
13–5	H . . . . . 13(	7)
		45

14. An adjective meaning uncivilized, untamed, or ferocious is –(6)–.

14–1	O	5
14–2	P	27
14–3	Q	5
14–4	R	17
14–5	S . . . . . 14(	19)
		37

15. A self-evident or universally accepted truth is called an –(5)–.

15–1	A	14
15–2	E	18
15–3	I	19
15–4	O	7
15–5	U . . . . . 15(	5)
		47

16. A list of dramas, operas, etc., which a person or company is prepared to perform is called a –(10)–.

16–1	P	48
16–2	Q	3
16–3	R	8
16–4	S	16
16–5	T . . . . . 16(	9)
		26

17. When the wind shifts its direction, it may be said to –(4)–.

17–1	Q	3
17–2	R	39
17–3	U	4
17–4	V	20
17–5	W . . . . . 17(	10)
		34

18. Malicious destruction of an employer's property by workmen is called –(8)–.

18–1	Q	2
18–2	R	13
18–3	S	36
18–4	T	13
18–5	U . . . . . 18(	2)
		44

19. A play on words having the same sound but different meanings, or on different applications of a word, is called a –(3)–.

19–1	L	12
19–2	M	13
19–3	N	11
19–4	P	15
19–5	R . . . . . 19(	8)
		51

20. The act of hearing and deciding a controversy, carried out by a person or group either chosen by those involved or appointed by someone else, may be called –(11)–.

20–1	A	8
20–2	B	9
20–3	C	19
20–4	D	15
20–5	E . . . . . 20(	9)
		50

21. The stone at the center of an arch is called the –(8)–.

21–1	I	3
21–2	J	10
21–3	K	20
21–4	L	11
21–5	M . . . . . 21(	14)
		52

22. When prices are constantly changing, going up and down, they may be said to –(9)–.

22–1	B	6
22–2	C	12
22–3	D	31
22–4	E	7
22–5	F . . . . . 22(	4)
		50

23. A person who feels indifferent and spiritless, without any particular inclination, may be said to be –(8)– (*adjective*).

23–1	L	13
23–2	M	9
23–3	N	10
23–4	O	6
23–5	P . . . . . 23(	9)
		63

24. An adjective meaning operated by or depending on compressed air is –(9)–.

24–1	N	6
24–2	O	10
24–3	P	22
24–4	Q	2
24–5	R . . . . . 24(	9)
		61

25. A partial dictionary, giving the meanings of special terms used in a particular work, is called a –(8)–.

25–1	A	6
25–2	B	13
25–3	C	11
25–4	F	6
25–5	G . . . . . 25(	14)
		60

Go on to Part III.

PART III—ORGANIZATION

(15 minutes)

Directions: Read each of the following groups of sentences, and decide what would be the **best order** in which to put the sentences, to form a well-organized paragraph. Write the letters of the sentences **in this best order** on a piece of scratch paper. Then answer the questions below each group by putting in the parentheses at the right the **number** of the best answer, according to the order you have chosen.

Items 1–5:

A. **Nevertheless, Russia, like the United States, can get along with only a little importation of minerals from other countries.**

B. **Russia ranks next to the United States in the variety and extent of its mineral resources.**

C. **Iron ore, for instance, has to be transported long distances to reach deposits of coal, and many of the metals are in small deposits in remote parts of Siberia.**

D. **They are far inferior to those of this country, however.**

E. **Moreover, they are not well located.**

1. If the five sentences above were arranged in the best order, Sentence **A** would be placed
   - 1–1 first. 13
   - 1–2 directly after **B**. 53
   - 1–3 directly after **C**. 21
   - 1–4 directly after **D**. 7
   - 1–5 directly after **E**. . . . . 1(14) 2

2. Sentence **B** would be placed
   - 2–1 first. 90
   - 2–2 directly after **A**. 10
   - 2–3 directly after **C**. 3
   - 2–4 directly after **D**. 2
   - 2–5 directly after **E**. . . . . 2(3) 2

3. Sentence **C** would be placed
   - 3–1 first. 5
   - 3–2 directly after **A**. 39
   - 3–3 directly after **B**. 37
   - 3–4 directly after **D**. 15
   - 3–5 directly after **E**. . . . . 3(13) 1

4. Sentence **D** would be placed
   - 4–1 first. 0
   - 4–2 directly after **A**. 29
   - 4–3 directly after **B**. 12
   - 4–4 directly after **C**. 47
   - 4–5 directly after **E**. . . . . 4(21) 1

5. Sentence **E** would be placed
   - 5–1 first. 7
   - 5–2 directly after **A**. 11
   - 5–3 directly after **B**. 4
   - 5–4 directly after **C**. 36
   - 5–5 directly after **D**. . . . . 5(51) 1

Items 6–9:

A. **Even the richest vocabulary must, in the nature things, be inadequate to represent the inexhausti variety of possible distinctions in thought.**

B. **The dullest and most prosaic persons do this, necessity and often unconsciously; those who h wit and imagination do it more freely and m effectively.**

C. **We can meet the various needs of expression only using words in temporary deviations from their dinary meanings.**

D. **Gradual change in the meaning of words is univeral feature of human language; and it is difficult to see why this is so.**

6. If the four sentences above were arranged the best order, Sentence **A** would be placed
   - 6–1 first. 1
   - 6–2 directly after **B**. 2
   - 6–3 directly after **C**. 2
   - 6–4 directly after **D**. . . . . 6(3

7. Sentence **B** would be placed
   - 7–1 first.
   - 7–2 directly after **A**. 4
   - 7–3 directly after **C**. 4
   - 7–4 directly after **D**. . . . . 7(1

8. Sentence **C** would be placed
   - 8–1 first. 3
   - 8–2 directly after **A**. 2
   - 8–3 directly after **B**. 1
   - 8–4 directly after **D**. . . . . 8(2

9. Sentence **D** would be placed
   - 9–1 first. 3
   - 9–2 directly after **A**. 1
   - 9–3 directly after **B**. 2
   - 9–4 directly after **C**. . . . . 9(3

Items 10–14:

A. **We have barely emerged from the stage of prepa tion.**

B. **Why has it not produced a Shakespeare, a B thoven, a Raphael?**

C. **The future—we claim the future as our own.**

D. **The answer is found in our history.**

E. **Why, ask critics, has not the United States stripped all rivals in the cultural fields?**

10. If the five sentences above were arranged in the best order, Sentence **A** would be placed
    - 10–1 first. 2
    - 10–2 directly after **B**. 1
    - 10–3 directly after **C**. 2
    - 10–4 directly after **D**. 2
    - 10–5 directly after **E**. . . . . 10(1

11. Sentence **B** would be placed
    - 11–1 first.
    - 11–2 directly after **A**. 3
    - 11–3 directly after **C**. 1
    - 11–4 directly after **D**. 1
    - 11–5 directly after **E**. . . . . 11(3

Go on to the next pa

12. Sentence **C** would be placed
    - 12–1 first.
    - 12–2 directly after **A**.
    - 12–3 directly after **B**.
    - 12–4 directly after **D**.
    - 12–5 directly after **E**. . . . . 12( )

13. Sentence **D** would be placed
    - 13–1 first.
    - 13–2 directly after **A**.
    - 13–3 directly after **B**.
    - 13–4 directly after **C**.
    - 13–5 directly after **E**. . . . . 13( )

14. Sentence **E** would be placed
    - 14–1 first.
    - 14–2 directly after **A**.
    - 14–3 directly after **B**.
    - 14–4 directly after **C**.
    - 14–5 directly after **D**. . . . . 14( )

Items 15–19:

As a result the destruction of rare and beautiful birds has been greatly reduced, though not entirely stopped, in late years.

Not so many years ago birds were slaughtered ruthlessly for their plumage, which was used to decorate women's hats.

Through the agitation of the Audubon Societies and other groups of bird lovers, laws have been passed restricting such traffic in the plumage of birds.

Few people realize what an important part women have had in the extermination of some of our most beautiful birds.

In 1878 it was estimated that there were over three million white egrets in Florida alone; today there are only a few of them left—the rest have been killed for plumes.

15. If the five sentences above were arranged in the best order, Sentence **A** would be placed
    - 15–1 first.
    - 15–2 directly after **B**.
    - 15–3 directly after **C**.
    - 15–4 directly after **D**.
    - 15–5 directly after **E**. . . . . 15( )

16. Sentence **B** would be placed
    - 16–1 first.
    - 16–2 directly after **A**.
    - 16–3 directly after **C**.
    - 16–4 directly after **D**.
    - 16–5 directly after **E**. . . . . 16( )

17. Sentence **C** would be placed
    - 17–1 first.
    - 17–2 directly after **A**.
    - 17–3 directly after **B**.
    - 17–4 directly after **D**.
    - 17–5 directly after **E**. . . . . 17( )

18. Sentence **D** would be placed
    - 18–1 first.
    - 18–2 directly after **A**.
    - 18–3 directly after **B**.
    - 18–4 directly after **C**.
    - 18–5 directly after **E**. . . . . 18( )

19. Sentence **E** would be placed
    - 19–1 first.
    - 19–2 directly after **A**.
    - 19–3 directly after **B**.
    - 19–4 directly after **C**.
    - 19–5 directly after **D**. . . . . 19( )

Items 20–24:

Directions: Each of the lettered statements below summarizes a paragraph in an article. Decide what would be the **best order** in which to arrange the paragraphs represented by the statements. Write the letters of the statements **in this best order** on a piece of scratch paper. Then answer the question below the statements by putting in the parentheses at the right the **number** of the best answer, according to the order you have chosen.

A. But baths and circuses for the mob, and charming country villas for the rich were a very small part of the story.

B. A new book entitled "Daily Life in Ancient Rome" deals with the clothes the Romans wore, the meals they ate, the jobs they had, and in general the sights, noises, customs, and morals of the city.

C. Everyone could enjoy the great public spectacles and, at certain hours, use the great public baths.

D. Indeed, it is clear that there was little grandeur or glory for the average man and woman, and even less bodily comfort.

E. The particular period chosen for analysis is the period when the grandeur and glory of Rome were at their height.

20. The paragraph developing **A** would be placed
    - 20–1 first.
    - 20–2 directly after **B**.
    - 20–3 directly after **C**.
    - 20–4 directly after **D**.
    - 20–5 directly after **E**. . . . . 20( )

21. The paragraph developing **B** would be placed
    - 21–1 first.
    - 21–2 directly after **A**.
    - 21–3 directly after **C**.
    - 21–4 directly after **D**.
    - 21–5 directly after **E**. . . . . 21( )

22. The paragraph developing **C** would be placed
    - 22–1 first.
    - 22–2 directly after **A**.
    - 22–3 directly after **B**.
    - 22–4 directly after **D**.
    - 22–5 directly after **E**. . . . . 22( )

23. The paragraph developing **D** would be placed
    - 23–1 first.
    - 23–2 directly after **A**.
    - 23–3 directly after **B**.
    - 23–4 directly after **C**.
    - 23–4 directly after **E**. . . . . 23( )

24. The paragraph developing **E** would be placed
    - 24–1 first.
    - 24–2 directly after **A**.
    - 24–3 directly after **B**.
    - 24–4 directly after **C**.
    - 24–5 directly after **D**. . . . . 24( )

Go on to the next page.

Items 25–31:

Directions: In the outline below, certain headings have been omitted. These omissions are indicated by the numbers 25, 26, etc. First read through the outline; then answer the questions below by putting the **number** of the correct choice in the parentheses at the right.

The United States Forest Rangers

I. The forest service as guardian of the national forests
   A. (—25—)
   B. Importance of caring for the national domain

II. General responsibilities of the Forest Rangers
   A. (—26—)
   B. Conservation of natural resources
      1. Fire prevention
      2. Fire fighting
      3. (—27—)

III. (—28—)
   A. Maintenance of equipment and improvements
   B. Building of new improvements
      1. (—29—)
      2. Lookout towers
      3. Cabins and ranger stations
   C. (—30—)
   D. Supervision of hunters, campers, etc.
      1. Enforcement of regulations and necessary precautions
      2. (—31—)

- - - - - - - - - - - -

25. In filling in the incomplete outline above, which one of the following would you use for **A** under heading **I?**

25–1 Salary of the rangers
25–2 Public properties provide livelihood for many people
25–3 National forests are watersheds of the West
25–4 Extent of area controlled
25–5 Rangers must be graduates of forestry schools . . . . . 25(4)

26. Which one of the following would you use for **A** under heading **II?**

26–1 All rangers are expert cooks
26–2 Management of forest lands
26–3 Ranger stations built of logs
26–4 Assistance provided by Junior Foresters
26–5 Building of cabins. . . . . 26(2)

27. Which one of the following would you use for **B-3** under heading **II?**

27–1 Combating erosion
27–2 Repairing telephone lines
27–3 Roads and trails
27–4 Value of public property
27–5 Greater danger of forest fires in the fall . . . . . 27(1)

28. Which one of the following would you use for heading **III?**

28–1 Qualities required in Forest Rangers
28–2 Building of roads and trails
28–3 Specific duties of the Forest Rangers
28–4 Protection of wild life
28–5 Supervision of logging activities . . . . . 28(3)

29. Which one of the following would you use for **B-1** under heading **III?**

29–1 Assistance to people in difficulties
29–2 Extent of area controlled
29–3 Management of forest lands
29–4 Enforcement of game laws
29–5 Roads and trails. . . . . 29(5)

30. Which one of the following would you use for **C** under heading **III?**

30–1 Protection of wild animals
30–2 The ranger uniform
30–3 Graduates of forestry schools
30–4 Number of rangers in service
30–5 Recreation values of national forests . . . . . 30(1)

31. Which one of the following would you use for **D-2** under heading **III?**

31–1 Scientific research
31–2 Assistance to people in difficulties
31–3 Combating erosion
31–4 Regular patrol routes
31–5 Size of district. . . . . 31(2)

If you finish this test before the time is you may *not* go back to a preceding te

Number wrong	0 | 1	2 | 4	5 | 7	8 | 10	11 | 13	14 | 16	17 | 19	20 | 22	23 | 25	26 | 28	29 | 31	32 | 34	35 | 37	38 | 40	41 | 43	44 | 46	47 | 49	50 | 52	53 | 55	56 | 58	59 | +
Amount to be subtracted	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Number right_____

Subtract_____
(See table at left)

Raw Score = Difference_____

Scaled Score_____
(See table on key)

APPENDIX B

Norms used in making comparisons

Revised Norms—April, 1940

ENGLISH

MECHANICS OF EXPRESSION

Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade 7	8	9	10	11	12
			Percentiles**			
78						
76						99
74						98
72					99	97
70					98	95
68				99	97	93
66				98	95	90
64			99	97	93	86
62			98	95	89	82
60		99	97	92	85	76
58		98	95	89	79	69
56		97	93	84	73	61
54	99	95	89	78	65	53
52	98	93	84	71	56	44
50	96	89	78	62	48	36
48	94	84	70	54	39	29
46	90	77	62	45	31	22
44	86	70	53	36	24	17
42	79	61	44	28	18	13
40	72	52	35	21	13	9
38	63	43	27	15	9	6
36	54	34	20	10	6	3
34	44	26	14	7	4	2
32	35	19	10	4	2	1
30	27	13	6	3	1	
28	19	9	4	2		
26	13	6	2	1		
24	9	3	1			
22	6	2				
20	3	1				
Mean	35.2	39.6	43.4	47.2	50.5	53.3
Standard Deviation	8.3	8.6	8.7	8.9	9.2	9.5

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade 8	9	10	11
	Percentiles**			
78				
76				
74				
72				
70				
68				99
66			99	98
64			98	96
62		99	97	94
60		98	95	91
58		97	93	88
56	99	95	89	83
54	97	93	85	77
52	96	89	79	71
50	93	85	73	63
48	90	79	66	55
46	86	72	58	47
44	80	64	49	39
42	73	56	41	31
40	66	47	33	24
38	57	39	26	18
36	48	31	19	13
34	39	24	14	10
32	31	17	10	6
30	24	12	7	4
28	18	9	4	3
26	12	6	3	2
24	8	4	2	1
22	5	2	1	
20	3	1		
Mean	36.4	40.6	44.2	46.7
Standard Deviation	9.0	9.2	9.5	9.7

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."

**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

Published by
Cooperative Test Service of the American Council on Education
15 Amsterdam Avenue, New York, N.Y.

ENGLISH

EFFECTIVENESS OF EXPRESSION

Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade 7	8	9	10	11	12
	Percentiles**					
78						
76						99
74						98
72					99	97
70					98	96
68				99	97	94
66				98	95	91
64				97	93	87
62			99	95	89	82
60			97	93	85	76
58		99	96	89	79	69
56		98	93	84	73	61
54	99	96	90	78	65	53
52	98	94	85	71	57	45
50	97	91	79	63	48	37
48	95	86	72	54	40	29
46	92	80	64	46	32	23
44	88	73	55	37	25	17
42	82	65	46	29	18	12
40	75	56	37	16	13	8
38	67	47	29	11	9	6
36	58	38	22	7	6	4
34	49	29	16	5	4	2
32	39	22	11	3	2	1
30	30	16	7	2	1	
28	23	11	5	1		
26	16	7	3			
24	11	4	2			
22	7	3	1			
20	4	1				
18	3					
16	2					
Mean	34.3	38.7	42.9	47.0	50.4	53.2
Standard Deviation	8.4	8.6	8.8	9.0	9.3	9.6

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade 8	9	10	11
	Percentiles**			
78				
76				
74				
72				
70				
68				99
66			99	98
64			98	96
62			97	94
60		99	96	92
58		98	93	88
56	99	96	90	84
54	98	94	86	78
52	97	91	81	72
50	95	87	74	64
48	92	82	67	56
46	88	76	59	48
44	84	69	51	40
42	78	61	42	33
40	70	52	34	26
38	62	44	27	20
36	54	35	21	14
34	45	27	15	10
32	36	21	11	7
30	28	15	7	5
28	21	11	5	3
26	15	7	3	2
24	11	5	2	1
22	7	3	1	
20	5	2		
18	3	1		
16	2			
Mean	35.2	39.5	43.8	46.4
Standard Deviation	9.0	9.2	9.5	9.8

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."

**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

ENGLISH

READING COMPREHENSION

Vocabulary

Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade 7	8	9	10	11	12
	Percentiles**					
86						
84						
82						
80						
78						
76						99
74						98
72					99	97
70					98	95
68				99	97	93
66				98	95	90
64			99	97	92	86
62			98	94	88	80
60		99	97	92	84	74
58		98	94	88	78	67
56		97	91	82	71	59
54	99	95	87	76	63	51
52	98	93	82	69	55	42
50	97	89	76	61	46	35
48	95	84	68	52	37	27
46	92	78	60	43	30	21
44	88	71	51	35	23	15
42	83	62	42	27	17	11
40	76	54	33	20	12	8
38	69	45	26	15	8	5
36	60	36	19	10	5	3
34	51	28	14	7	3	2
32	42	21	9	4	2	1
30	33	15	6	3	1	
28	25	10	4	2		
26	18	7	2	1		
24	13	4	1			
22	7	2				
20	5	1				
18	3					
16	2					
14	1					
12						
Mean	33.8	39.2	43.8	47.5	50.9	53.8
Standard Deviation	8.6	8.8	8.9	9.1	9.3	9.6

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade 8	9	10	11
	Percentiles**			
86				
84				
82				
80				
78				
76				
74				
72				
70				99
68				98
66			99	97
64			98	96
62		99	97	94
60		98	95	91
58		97	93	87
56	99	96	89	82
54	98	93	85	76
52	96	90	80	69
50	94	85	73	62
48	91	80	66	54
46	87	73	58	46
44	82	66	50	38
42	75	57	41	30
40	68	49	33	23
38	59	40	26	18
36	50	32	20	13
34	42	25	14	9
32	33	18	10	6
30	26	13	7	4
28	19	9	5	3
26	14	6	3	2
24	9	4	2	1
22	5	2	1	
20	3	1		
18	2			
16	1			
14				
12				
Mean	35.9	40.3	44.1	47.1
Standard Deviation	9.0	9.2	9.5	9.8

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."

**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

ENGLISH

READING COMPREHENSION

Speed of Comprehension

Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	7	8	9	10	11	12
			Percentiles**			
76						99
74						98
72					99	97
70					98	96
68				99	97	93
66				98	95	90
64			99	96	92	86
62			98	94	88	81
60		99	96	91	84	74
58		98	94	87	78	67
56		97	91	82	71	59
54	99	95	86	75	63	51
52	98	92	81	68	55	43
50	96	88	74	60	47	35
48	94	83	67	51	38	28
46	90	77	58	43	30	21
44	86	70	50	34	23	16
42	80	61	41	27	17	11
40	73	52	32	20	13	8
38	65	43	25	15	9	5
36	56	35	18	10	6	3
34	46	27	13	7	4	2
32	37	20	9	4	2	1
30	29	14	6	3	1	
28	21	10	4	1		
26	15	6	2			
24	10	4	1			
22	7	2				
20	4	1				
Mean	34.8	39.5	44.1	47.7	50.8	53.7
Standard Deviation	8.6	8.8	9.0	9.2	9.4	9.6

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	8	9	10	11
	Percentiles**			
76				
74				
72				
70				99
68				98
66			99	96
64			98	95
62		99	96	92
60		98	94	89
58	99	96	91	84
56	98	94	87	79
54	97	92	83	72
52	95	88	77	65
50	93	83	70	57
48	89	77	62	49
46	84	70	54	41
44	79	62	45	33
42	72	53	37	26
40	64	45	30	20
38	55	37	23	15
36	46	29	17	11
34	38	22	12	7
32	30	16	8	5
30	23	11	6	3
28	17	8	4	2
26	12	5	2	1
24	8	3	1	
22	5	2		
20	3	1		
Mean	36.8	41.2	45.1	48.2
Standard Deviation	9.1	9.3	9.5	9.8

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."

**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

ENGLISH

READING COMPREHENSION

Level of Comprehension

101

Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	7	8	9	10	11	12
		Percentiles**				
76						99
74						98
72					99	97
70					98	95
68				99	97	93
66				98	95	90
64			99	96	92	86
62			98	94	88	80
60		99	96	91	84	74
58		98	94	87	78	67
56		97	91	82	71	59
54	99	95	87	76	63	51
52	98	93	82	68	55	42
50	97	89	75	60	47	35
48	94	84	68	52	38	27
46	91	78	59	43	30	21
44	87	70	50	35	23	15
42	82	62	42	27	17	11
40	75	53	33	20	13	8
38	67	44	26	15	9	5
36	58	35	19	10	6	3
34	49	27	14	7	4	2
32	40	20	9	4	2	1
30	31	15	6	3	1	
28	24	10	4	2		
26	17	7	2	1		
24	12	4	1			
22	8	2				
20	5	1				
18	3					
Mean	34.2	39.3	43.9	47.6	50.8	53.8
Standard Deviation	8.7	8.8	9.0	9.2	9.4	9.6

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	8	9	10	11
	Percentiles**			
76				
74				
72				
70				99
68				98
66			99	97
64			98	95
62		99	96	92
60		98	94	89
58	99	97	92	85
56	98	95	88	79
54	97	92	83	73
52	96	88	77	66
50	93	83	70	58
48	90	77	63	50
46	85	70	55	42
44	80	63	46	34
42	73	54	38	27
40	65	46	30	21
38	57	37	23	15
36	48	30	17	11
34	40	23	13	8
32	31	17	9	5
30	24	12	6	3
28	18	8	4	2
26	13	5	2	1
24	9	3	1	
22	6	2		
20	4	1		
18	2			
Mean	36.4	41.0	44.9	48.0
Standard Deviation	9.1	9.3	9.5	9.8

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."

**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

ENGLISH

READING COMPREHENSION

Total

Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade 7	8	9	10	11	12
	Percentiles**					
78						
76						99
74						98
72					99	97
70					98	95
68				99	97	93
66				98	95	89
64			99	96	92	85
62			98	94	88	79
60		99	96	91	84	73
58		98	94	87	78	66
56		97	91	82	71	58
54	99	95	87	76	63	50
52	98	93	82	68	55	41
50	97	89	75	60	47	33
48	94	84	68	52	38	26
46	91	78	59	43	30	20
44	87	70	50	35	23	15
42	81	62	42	27	17	10
40	75	53	33	20	13	7
38	67	44	26	15	9	5
36	58	35	19	10	6	3
34	49	27	14	7	4	2
32	40	20	9	4	2	1
30	31	15	6	3	1	
28	23	10	4	2		
26	17	7	2	1		
24	12	4	1			
22	8	2				
20	5	1				
18	3					
16	2					
14	1					
12						
Mean	34.3	39.2	43.9	47.6	50.8	54.1
Standard Deviation	8.6	8.8	9.0	9.2	9.4	9.6

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade 8	9	10	11
	Percentiles**			
78				
76				
74				
72				
70				99
68				98
66			99	97
64			98	95
62		99	97	93
60		98	95	89
58	99	97	92	85
56	98	95	88	80
54	97	92	84	74
52	96	89	78	67
50	93	84	71	59
48	90	78	64	51
46	85	72	55	43
44	80	64	47	35
42	73	56	39	28
40	65	47	31	21
38	57	39	24	16
36	48	31	18	11
34	40	24	13	8
32	31	17	9	5
30	24	12	6	3
28	18	9	4	2
26	13	6	2	1
24	9	4	1	
22	6	2		
20	4	1		
18	2			
16	1			
14				
12				
Mean	36.4	40.7	44.7	47.8
Standard Deviation	9.1	9.3	9.5	9.8

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."

**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

Total of Mechanics of Expression, Effectiveness of Expression, and Reading Comprehension

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Public Secondary Schools of the East, Middle West, and West (12 grade systems). Norms based on 90,000 students in 200 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade 7	8	9	10	11	12
	Percentiles**					
78						
76						99
74						98
72					99	97
70					98	95
68				99	97	93
66				98	95	90
64				97	93	85
62			99	95	89	80
60			98	93	84	74
58		99	96	89	79	67
56		98	94	84	72	59
54		97	91	78	64	50
52	99	95	86	71	56	42
50	98	92	81	63	47	34
48	96	88	74	55	39	27
46	94	82	66	46	31	21
44	90	76	57	37	24	15
42	85	68	48	29	18	11
40	79	60	39	22	13	7
38	71	50	31	16	9	5
36	63	41	23	11	6	3
34	53	33	17	8	4	2
32	44	25	12	5	2	1
30	39	18	8	3	1	
28	30	13	5	2		
26	23	9	3	1		
24	16	6	2			
22	11	3	1			
20	7	2				
18	4	1				
16	3					
14	2					
12	1					
Mean	33.3	37.9	42.4	46.9	50.6	53.9
Standard Deviation	8.4	8.7	8.8	9.0	9.3	9.6

Public Secondary Schools of the South (11 grade systems). Norms based on 20,000 students in 60 schools.* Accuracy of norms for new tests has been established and checked by the administration of tests to 1800 students in 31 schools.

End-of-Year Norms in Terms of Scaled Scores

Scaled Score	Grade 8	9	10	11
	Percentiles**			
78				
76				
74				
72				
70				
68				99
66				98
64			99	96
62			98	94
60			96	91
58		99	94	88
56	99	98	91	83
54	98	96	87	77
52	97	94	82	71
50	96	91	76	64
48	93	87	69	56
46	90	82	62	48
44	85	76	53	40
42	79	69	45	32
40	72	61	37	25
38	64	52	29	19
36	56	44	22	14
34	47	35	17	10
32	38	27	12	7
30	30	21	8	5
28	23	15	5	3
26	17	11	4	2
24	12	7	2	1
22	8	5	1	
20	5	3		
18	3	2		
16	2	1		
14	1			
12				
Mean	34.7	37.5	43.2	46.6
Standard Deviation	9.0	9.2	9.5	9.8

*For a summary of numbers of cases for each grade and a description of the statistical procedures used, see the "Introduction to the Norms."

**The percentile values in the tables are those closest to the actual Scaled Scores listed. Interpolation may be used to obtain the closest percentiles for odd-numbered Scaled Scores.

APPENDIX C

Summary sheet of results

TABLE XIII

SUMMARY SHEET OF RESULTS

School	N	READING COMPREHENSION Test C2								MECHANICS OF EXPRESSION Test A										EFFECTIVENESS OF EXPRESSION Test B2								Total English	
		Vocab.		Reading Speed		Reading Level		Total		Gram. Us.		Punct.		Capital.		Spelling		Total		S.S.& St.		Act. Voc.		Organ.		Total			
		Sum	Av.	Sum	Av.	Sum	Av.	Sum	Av.	Sum	Av.	Sum	Av.	Sum	Av.	Sum	Av.	Sum	Av.	Sum	Av.	Sum	Av.	Sum	Av.	Sum	Av.	Sum	Av.
Claresholm	37	1783	48.2	1838	49.7	1795	48.5	1799	48.6	1100	29.7	1219	32.9	626	16.9	1481	40.0	1548	41.8	463	12.5	485	13.1	432	11.7	1711	46.2	1663	44.9
Fort McLeod	22	1036	47.1	1082	49.2	1106	50.3	1067	48.5	844	38.4	569	25.9	226	10.3	962	43.7	931	42.3	283	12.9	284	12.9	272	12.4	1042	47.4	997	45.3
Granum	18	904	50.2	861	47.8	870	48.3	877	48.7	570	31.7	561	31.2	343	19.1	883	49.1	794	44.1	235	13.1	251	13.9	190	10.6	802	44.6	813	45.2
Stavely	17	815	47.9	806	47.4	817	48.1	807	47.4	519	30.5	512	30.1	276	16.2	738	43.4	699	41.1	206	12.1	204	12.0	123	7.1	686	40.4	709	41.7
Total	94	4538	48.3	4587	49.2	4588	49.2	4543	48.3	3033	32.3	2861	30.4	1471	15.6	4064	43.2	3972	42.3	1187	12.6	1224	13.0	1027	10.9	4241	45.1	4182	44.5
Grade			11.2		11.5		11.5		11.2										9.7								10.5		10.5
U.S. Norms Grade 10.4			45.3		45.5		45.4		45.4										44.9								44.5		44.2
Smoky Lake	35	1477	42.2	1511	43.2	1546	44.2	1475	42.1	1174	33.5	1051	30.0	527	15.1	1372	39.2	1424	40.7	390	11.1	242	6.9	317	9.1	1409	40.3	1405	40.1
Vilna	33	1393	42.2	1345	40.8	1391	42.2	1338	40.5	1096	33.2	914	27.7	423	12.5	1374	41.3	1289	39.1	348	10.5	235	7.1	271	8.2	1228	37.2	1258	38.1
Waskatenau	17	679	39.9	674	39.6	686	40.4	655	38.5	493	29.0	453	26.6	278	16.4	773	45.5	666	39.2	170	10.0	131	7.7	149	8.8	655	38.5	648	38.1
Bellis	13	531	40.8	496	38.2	521	40.1	496	38.1	339	26.1	319	24.5	115	8.8	575	44.2	479	36.8	106	8.2	101	7.8	79	6.1	463	35.6	472	36.3
Warspite	6	245	40.8	231	38.5	247	41.2	233	38.8	220	36.7	162	27.0	44	7.3	275	45.8	236	39.3	51	8.5	32	5.3	24	4.0	204	34.0	217	36.2
Spedden	6	271	45.2	265	44.2	272	45.3	265	44.2	250	41.7	209	34.8	76	12.7	308	51.3	287	47.8	91	15.2	37	6.2	74	12.3	270	45.0	270	45.0
Total	110	4596	41.8	4522	41.1	4663	42.4	4462	40.6	3572	32.5	3108	28.3	1463	13.3	4677	42.5	4381	39.8	1156	10.5	778	7.1	914	8.3	4229	38.5	4270	38.8
Grade			9.6		9.3		9.7		9.3										9.1								9.0		9.2
U.S. Norms Grade 10.4			45.3		45.5		45.4		45.4										44.9								44.5		44.2